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ABSTRACT

This guide provides information on developing and implementing a class on oral communication for adults in literacy education in Australia. It is organized in five chapters. Chapter 1 puts the course in the context of changes in literacy education policy and provides information on oral communication competencies. Chapter 2 provides the teacher with knowledge about language--a theoretical and historical background to the oracy competencies. Activities in this chapter aim to develop knowledge about spoken and written language differences, the social context of talk, research and reflection on one's own language environment, critical language awareness, and values clarification on attitude to varieties of language. Chapter 3 is about curriculum design. It outlines a concept of curriculum consistent with the needs of students, systems, and institutions and presents a model of curriculum that incorporates competencies without being competency driven. Chapter 4 puts together knowledge about language and knowledge about curriculum. A four-step curriculum planning model takes teachers through the process of designing oracy curriculum specific to a given context. The activity section of this chapter gives teachers an opportunity to try out the four-step model and provides examples of two types of teaching approach relating to class discussions and making telephone calls. The final chapter contains some case studies from adult literacy oracy classes. The guide contains a list of 81 references and an annotated bibliography containing 44 citations. (KC)

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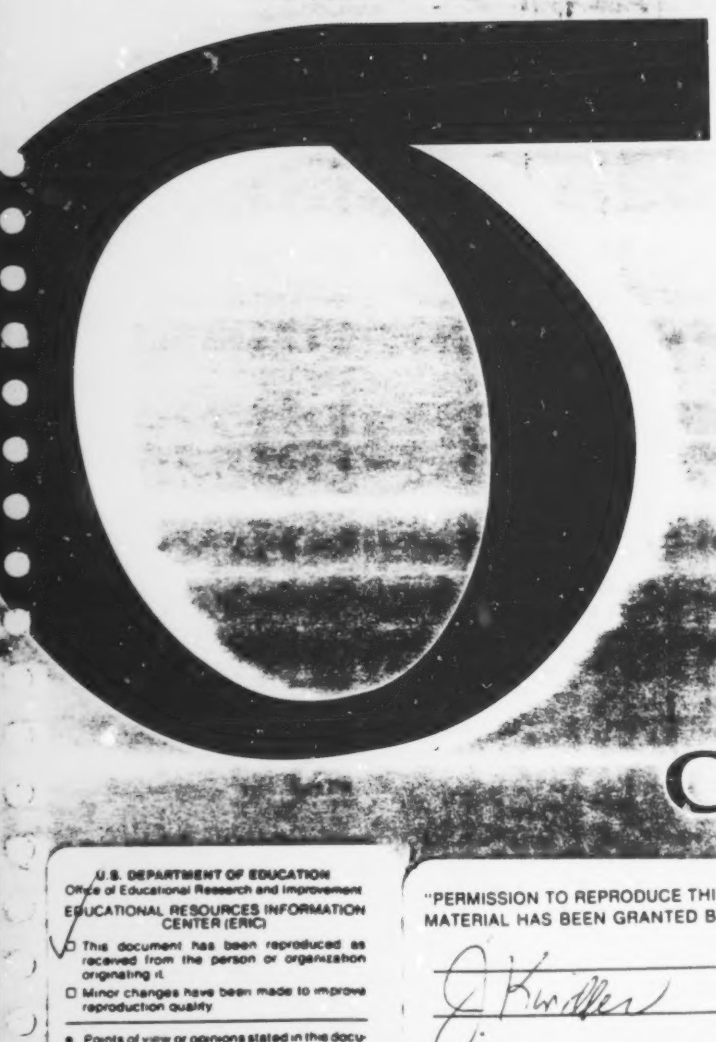

A Practitioner's Guide to the CGE for Adults Oral Communication Stream

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ADULT, COMMUNITY AND FURTHER EDUCATION BOARD
VICTORIA

Adult Education in
the Community

Talking Curriculum:

A PRACTITIONER'S GUIDE TO THE CGE FOR ADULTS ORAL COMMUNICATION STREAM

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Susan Manton and Barbara Goulborn

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- The excerpts on pages 32-33 from 'Some Insights from the NCELTR Spoken Discourse Project', by Sandra Collin, Interchange, No. 23, January, 1994.

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Introduction

This publication is the outcome of a project funded by ACFED/OTFE to support teachers in the planning, delivery and assessment of Oracy within the context of the *CGE for Adults*. A series of city and country workshops was also delivered.

OUR RATIONALE

In this age of thirty-second sound bites in the media and two-minute noodles in the kitchen, we are choosing a different course. Our aim is to provide an offering of greater sustenance: not a 'teaching by numbers' recipe book but a professional development tool to give teachers knowledge and skills about both language and curriculum development, which can be applied to specific program needs. Our intention is that this publication should be of use to inform teaching practice no matter what the circumstances of policy, funding, client-group or other 'flavour-of-the-month' changes.

We've taken a problem-posing approach rather than looking for instant solutions. This is because, firstly, we believe that a dynamic approach is one which encourages teachers to reflect on their practice and hence 'continuously improve' what they do in the classroom. Secondly, we believe that even though linguistic research in the last 20 years enables us to know a lot about language and its uses, spoken language has dynamic, unpredictable qualities which make it difficult to pin down and measure.

The underpinning premise of this project has been the equation: knowledge about language + knowledge about curriculum design = 'what to do in the class on Monday morning'.

OUR METHODOLOGY

The methodology used in this Project has involved cross-fertilisation between workshops and the publication. Material produced for the publication has been translated into workshop activities whilst activities designed for the workshops (and contributions of the workshop participants) have fed into this book.

Initially we surveyed the field state-wide to find out what was going on in *CGE for Adults* Oracy classes, as well as identifying related issues and teacher needs. This was followed by two consultative workshops attended by a selected cross section of practitioners who were delivering Oracy in a diverse range of programs. Some of their examples of practice have been included in this publication as case studies.

Further metropolitan and country workshops produced wider discussion of current issues and problems and enabled us to trial the contents of this book. Activities for professional development which have been used in the workshops are included at the end of each chapter.

An extensive literature search covering language, oracy, language teaching, curriculum design, and competencies was undertaken to inform the project workshops and publication. An annotated bibliography has been included to enable teachers to delve deeper into literature relevant to oral language curriculum.

THE CHAPTERS

Chapter 1 contextualises the *CGE for Adults* in relation to recent changes to both language and education policies as well as changes to industry and training policies. It looks at the origins of the accredited curriculum, in particular the Oracy component, and outlines some of the issues which practitioners have encountered. Activities at the end of this chapter are centred around familiarisation with the Oral Communication competencies, the changing requirements of 'talk', and a discussion focussing on language policy and social change.

Chapter 2 provides the teacher with the 'knowledge about language' which gives a theoretical and historical background to the oracy competencies. Many practitioners were unable to understand some of the 'jargon' in the Oracy Stream of the *CGE for Adults*. Our approach has been to get behind the specialist language and enable teachers to gain an understanding of the underlying concepts rather than recreate the document in 'plain English'. The specialist language is used to encapsulate a depth of ideas and theories and therefore would lose its meaning if simply 'simplified'. Knowledge about language helps teachers develop learning activities for the classroom which will genuinely promote students' talking and listening skills rather than just paying 'lip service' to Oracy.

Activities in this chapter aim to develop knowledge about spoken and written language difference; the social context of talk; research and reflection on one's own language environment; critical language awareness and values clarification on attitude to varieties of language.

Chapter 3 is about curriculum design. It outlines a concept of curriculum in keeping with the spectrum of needs of students, systems and institutions. It presents a model of curriculum which incorporates competencies without being competency-driven. Activities invite the reader to apply the model to their specific situation, to consider the challenges of assessment and factors promoting inclusiveness in curriculum design.

Chapter 4 puts together knowledge about language and knowledge about curriculum. A '4-Step Curriculum Planning Model' takes teachers through the process of designing oracy curriculum specific to the given context. The model moves from the macro level of variables affecting program design through to planning classroom activities and the micro level of teaching procedures. 'Curriculum Takeaways' are plans for lessons which incorporate assessment tasks. The activity section of this chapter gives teachers an opportunity to try out the 4-step model and gives detailed examples of two types of teaching approach relating to discussions in class and making telephone calls. There is also a trouble-shooting activity to stimulate talk amongst teachers about common problems in connection with assessment.

The final chapter describes some examples of *CGE for Adults* Oracy teaching: case studies from teachers who kindly allowed us to document their practice. We would like to present them as a sample of the variety of approaches which show the creativity of basic education teachers in meeting the needs of their unique classroom contexts.

The introduction of accredited curriculum in the basic education field has made new demands on teachers. Some have quite understandably reacted to these new demands by becoming overly cautious and waiting for official rulings on the implementation of the *CGE for Adults* rather than working through the problems by drawing on their experience and expertise as language teachers. Progressive management techniques encourage employees to stop the production line when there is a problem, and try to solve it. The stopping of the line and problem-posing is considered to be a positive feature as it inevitably leads to 'improvement' of the manufacturing process. We would like to recommend that all

CGE for Adults teachers 'stop the line' frequently, reflect critically on 'what they are doing in the classroom on Monday morning' and, hopefully, 'continuously improve' on their practice.

Susan Manton and Barbara Goulborn 3/11/1994

NO TALKING IN CLASS!

This essay was written by a 13 year-old pupil during a detention she had received for talking in class when she was supposed to be writing.

Talking

I think talking must be the most enjoyable and interesting thing out of everything I do. I can talk myself into things and out of things better than I can do anything.

Talking comes from your voice box in your throat and I don't think it would be much of a life without a voice. I wouldn't be able to do anything if I lost mine. I wouldn't be able to tell disgusting jokes or talk about secrets and problems or find out what my friends have been doing or tell them to leave me alone. Talking is one of the main ways of communication, but teachers give us detentions, just for communicating.

Teachers say if you wrote as much as you talked you would be a genius, but you can talk a lot faster than you can write. If nobody could talk we probably wouldn't know anything.

What's wrong with making a nuisance of yourself by talking? It drives people mad, but that doesn't matter. It can't rot your teeth or kill anyone. It is completely harmless. Anyone who doesn't like talking is missing the best thing in the world.

Janine

(quoted by John Keen, *Language and the English Curriculum*, Open University Press, 1992: 1)

This project is dedicated to Janine.

Origins of the CGE for Adults Oral Communication Stream

GOVERNMENT POLICY

Language and Education Policies
Language and Industry Training

THE CERTIFICATES OF GENERAL EDUCATION FOR ADULTS

Origins & Development
The Oracy Component
Issues Around Oracy

ACTIVITIES

Familiarisation with the *CGE for Adults* - the *Strands*
Familiarisation with the *CGE for Adults* - the Levels
Talk Ads
Discussion

GOVERNMENT POLICY

LANGUAGE AND EDUCATION POLICIES

More than ever before in Australia, education and training are linked directly to economic and industry policies as national planning focuses on workplace training needs for the 'clever country'. The language skills and communicative competence of workers are seen as crucial in the final product. Recent years have seen a range of policy documents concerning migration services, languages and language and literacy. These have paralleled economic and social contexts of change.

In 1987 the *National Policy on Languages (NPL)* was hailed as an example of enlightened language planning in that it emphasised language pluralism as a national resource while recognising English as a 'cohesive and unifying element in Australian society' and that 'to be without English is to be without the means of participating effectively in public life'. (Lo Bianco, 1987: 71-2). The report also drew attention to the correlation between lack of proficiency in Standard English and reduced occupational mobility. 'English is not just one variable among others, but the base-line variable in determining unemployment risk.' (ibid: 58) Other writers, however, such as Luke, Gee and Tollefson have reminded us that inequality is linked to structural features of society rather than English language competence.

> *More than ever before in Australia, education and training are linked directly to economic and industry policies*

At the same time, there was growing concern in Australia about literacy levels in the population as a whole. The Victorian Government's support for major adult literacy and basic education initiatives in the later 1980's was based on principles to do with both social justice and economic development. Award restructuring and micro-economic reform were accompanied by calls for training of the work force. A national study of adult literacy levels, *No Single Measure* (Wickert, 1989), revealed substantial needs and the International Literacy Year in 1990 had as its slogan 'the problem is bigger than you think'.

In 1991 the Australian Language and Literacy Policy (ALLP) articulated a national strategy to promote language and literacy in Australia. It was a continuation of the National Policy on Languages, but the change of name reflected the increased understanding of Australia's literacy needs and the focus on the Australian language (English). There has also been some integrated funding of the fields of Adult ESL and Adult Literacy provision, for example in the Workplace English Language and Literacy (WELL) program and the National Collaborative Strategy, as well as the development of the *National Framework for Adult Language, Literacy and Numeracy* (ACTRAC, 1993).

At the same time, the proportion of bilingual students in ALBE classes has risen. This is partly because the ALLP formalised restrictions on access to AMEP classes, limiting eligibility and also the number of classes that could be taken. Industrial restructuring, compounded by the recession, has led to many redundancies and changed the language and literacy demands of many jobs held by people who have never had access to any form of language program. Registered job-seekers are encouraged, even required to participate in ESL or literacy programs if their language or literacy levels are assessed as a barrier to employment or training. A fuller discussion of the perceptions and nature of ALBE learners can be found in Davison, Taylor and Hatcher (forthcoming).

LANGUAGE AND INDUSTRY TRAINING

Until recently industry has rarely thought of language as an issue in the workplace: there was no great need for production workers in manufacturing industries, for example, to use language skills. However, changes in the global economy have been the catalyst for the Keating Government to direct policy toward a better trained work force, which has inevitably included training in the language skills required to access industry-content courses as well as training to enable workers to cope with the new communication situations of the restructured workplace. This new emphasis on training has been generated by changes in industry policy relating to worldwide economic factors, and from changed workplace practices. The Mayer Key Competencies and the Australian Vocational Certificates are manifestations of these policy directions.

In a move to become more efficient in order to become internationally competitive, many companies have, in line with other industrialised countries, changed work practices to encourage multi-skilling, flexibility, teamwork and introduction of Total Quality Management in the bid to produce better quality products at a unit cost that compares favourably with that of rival companies. To cope with these changes, industries have been encouraged to develop a culture in which training is an integral part of work life.

In the early days of this new training push, blue-collar workers were initiated into training programs, often for the first time in their lives. This alerted many companies to significant numbers of their work force having language skills that were inadequate for participation in training courses which they were offering. In some cases courses were adapted. In other situations workplace language and numeracy classes were established. Government funding was made available through DEET's WELL Program.

Although there are still many companies that deny the need for improved language skills at work, most large companies, especially those with a multilingual work force, are increasingly likely to offer courses that combine language education with industry content. They are also offering courses such as meeting procedures, giving oral reports and conflict management to operator level workers as well as to management. An example of this is the course being set up for Melbourne taxi drivers to teach them knowledge about the city and English language skills appropriate to the job.

Of course, language education will not solve problems of economic inequality and social injustice, but a critical awareness of the way language is used is important for participating in contemporary social life.

Oral communication skills have become the order of the day so that workers can run and participate in meetings, effectively deal with customers, manage conflict, put forward suggestions on 'continuous improvement' of processes, become involved in enterprise bargaining and so on. Some might say that 'having a say' does not equal true power sharing. This depends on the extent to which management are prepared to relinquish their traditional 'last say'. This is manifest in recent cases of enterprise bargaining, which can represent huge cuts in salaries and conditions, as is the case for some State-employed casual typists in Victoria, or, as in the case of the NSW nurses, a truly participatory debate on the broad determinants of 'efficiency'. (*Life Matters*, ABC Radio National, 8/6/94)

Of course, language education will not solve problems of economic inequality and social injustice, but a critical awareness of the way language is used is important for participating in contemporary social life.

(See Activities 3 & 4 at end of chapter.)

THE CERTIFICATES OF GENERAL EDUCATION FOR ADULTS

ORIGINS & DEVELOPMENT

In 1989, the Division of Further Education commissioned a project to investigate the need for a certificate of basic education for Victoria (*Adult Basic Education: Towards a Certificate for Victoria*, DFE, Ministry of Education, Victoria, 1990). The project found a strong demand for the development of an accredited course covering 'broad-based' transferable skills, particularly in maths and English, at a pre-VCE level'. At the same time, the federal Labor government's training reform agenda encouraged improved quality of curriculum by stipulating that new curriculum should conform to the principles of the National Framework for Recognition of Training (NFROT) principles. These principles include articulation and cross-crediting between programs and require curriculum to be written in competency-based form.

Prior to accreditation of the *Certificates of General Education (CGE) for Adults* (ACFED, 1993), the basic education field in Victoria involved itself in a debate about what form this curriculum should take. The idea of the 'four domains' was discussed, critiqued and informally tried out in classroom practice with much enthusiasm. The four domains were the organising principles around which the *Adult Basic Education Accreditation Framework Project 1991* (DFE, Victoria, 1992) developed, becoming the 'four literacies' underpinning a curriculum framework for reading and writing. This was the seminal work informing the *CGE for Adults*. The *Background Work - Reading and Writing* (ACFED, 1993: 123-170) gives an account of the educational principles and the literacy model informing the competence statements and explains how they have been organised.

> *Prior to accreditation of the Certificates of General Education (CGE) for Adults (ACFED, 1993), the basic education field in Victoria involved itself in a debate about what form this curriculum should take.*

In the *Background Work* - Reading and Writing (ibid: 129-130) the following assumptions are made:

> *'...that the term literacy refers to that comprehensive intellectual and educational process concerned with the way language is used to make meaning ... it refers to underlying phenomena and processes, not to any one particular 'literacy' course*
>
> *...that the term 'text' refers to any 'meaningful stretch of language, oral or written' (Derewianka). This therefore includes conversations, a very simple one word sentence, labels and slogans;'*

Although the report of the *Adult Basic Education Accreditation Framework Project 1991* (DFE, Victoria, 1992) recognised the role and significance of oracy in relation to literacy, descriptions of oral competence were not within the Project's brief. However, it was recommended that

> *...oracy (is) of such importance that it will need to be investigated, described and presented in a follow-up companion document to this one. The next phase of this curriculum accreditation document will need to consider what characterises oral competence, a term that covers many quite different language and interpersonal abilities, including oracy as 'thinking aloud', such as a discussion before or after encountering a text; oracy as a more formal presentation or performance; or oracy as verbal communication and interaction in a wide range of very different social situations.* (ibid: 6)

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During informal trialling in the field, teachers generally found the 'four literacies' framework to be a useful device for planning curriculum. They also began to develop a shared language for describing students' current capabilities in terms of the four levels. This was helpful in the process of referrals and placement. Teachers began to talk about, for example, someone in need of a 'Level 4' class or about setting up a 'Level 1 NESB' class. They were beginning to speak the same language.

THE ORACY COMPONENT

Later, in 1992, as the *CGE for Adults* document was being prepared to meet the accreditation criteria, Adult Migrant Education Services was commissioned to write Oral Communication competency statements for incorporation into the *CGE for Adults*. During our work on this project we found that many ALBE practitioners interpreted AMES being given this commission as a shift from the view of oracy as an intrinsic part of adult basic education (see quote above) to it being seen as an ESL issue. Concern was expressed in the ALBE field that the oracy stream may have been written as a discrete stream because ACFEB saw it as a potential curriculum for ESL students.

In light of these perceptions it is important to stress that in fact the oral communication competencies were developed with regard to research in the field of native language development in English, notably by Gillian Brown, (Brown et al. 1984, Brown and Yule, 1983) and with the aim of complementing the Reading and Writing Stream as much as possible. The considerable numbers of bilingual students in ALBE classes mean that it is important for teachers to be aware of strategies for teaching non-native speakers of English who are basic education students (i.e those with incomplete secondary education). Since the *CGE for Adults* was designed for basic education students there is a strong feeling amongst experienced practitioners that it is not appropriate for ESL students with high educational levels, who require different content and methodology.

> *The oral communication competencies were developed with regard to research in the field of native language development in English*

Lack of time between the commissioning of the work and the accreditation process prevented their trialling in the field. Despite this, teachers have been creating innovative curriculum relating to the Oral Communication Stream. A telephone questionnaire conducted in the course of this project (more details in Chapter 5) revealed a range of approaches to incorporating oracy teaching in basic education provision. There is, in effect, an informal trialling process going on.

Reactions to the new terminology and concepts have been mixed - some literacy teachers have greeted it as a challenge and incorporated more explicit oral work into their practice. Others have felt it to be an imposition. In a few isolated cases the *CGE for Adults* Oral Communication stream has been timetabled and taught separately from Reading and Writing, but the predominant approach has been to integrate oracy with the other streams. The relationship between assessment and the teaching and learning process remains a major preoccupation, with varying effects on teaching practice.

The Oral Communication Stream

The Oral Communication Stream of the CGE for Adults is summarised in the document on one page, showing the four domains: Self Expression, Practical Purposes, Knowledge and Public Debate in each of the Four Modules or levels. It is reproduced here for reference:

SUMMARY CGEA ORAL COMMUNICATION STREAM

	SELF EXPRESSION	PRACTICAL PURPOSES	KNOWLEDGE	PUBLIC DEBATE
MODULE 4	Can participate in social episodes - involving two people the other not known to the participant, of different status, in a central role, involving constant negotiation.	Can participate in support episodes involving many turns, numerous participants who may not be known to each other, involving considerable negotiation.	Can participate in planned presentation episodes (five minutes plus), and shorter unplanned ones.	Can participate in exploratory episodes, involving a number of participants, on an abstract issue, involving negotiation of turn- taking, possibly on behalf of another group.
MODULE 3	Can participate in social episodes, involving few or two people not known to the participant, in a participative role, involving some negotiation.	Can participate in support episodes involving several turns, less familiar or more abstract content, two or three participants who are workplace colleagues, involving negotiation, where the context is supportive.	Can participate in planned presentation episodes (up to five minutes), or shorter unplanned ones.	Can participate in exploratory episodes involving a number of participants, on a less familiar issue, involving negotiation by turn-taking.
MODULE 2	Can participate in social episodes involving a few turns, few known people, in a participative role.	Can participate in support episodes involving several turns, two or three participants who are known to the speaker, involving a minimum of negotiation.	Can participate in longer (several minutes) planned presentation episodes.	Can participate in exploratory episodes involving few, known participants, involving some negotiation of turn-taking.
MODULE 1	Can participate in social episodes which are brief, involving a number of known people, well-known to the participant in a peripheral role.	Can participate in suppport episodes involving few turns, involving no negotiation, two participants who know each other, one of whom may be highly skilled as a participant.	Can participate in planned, short presentation episodes.	Can participate in exploratory episodes involving two participants, who know each other, involving little negotiation of turn-taking.

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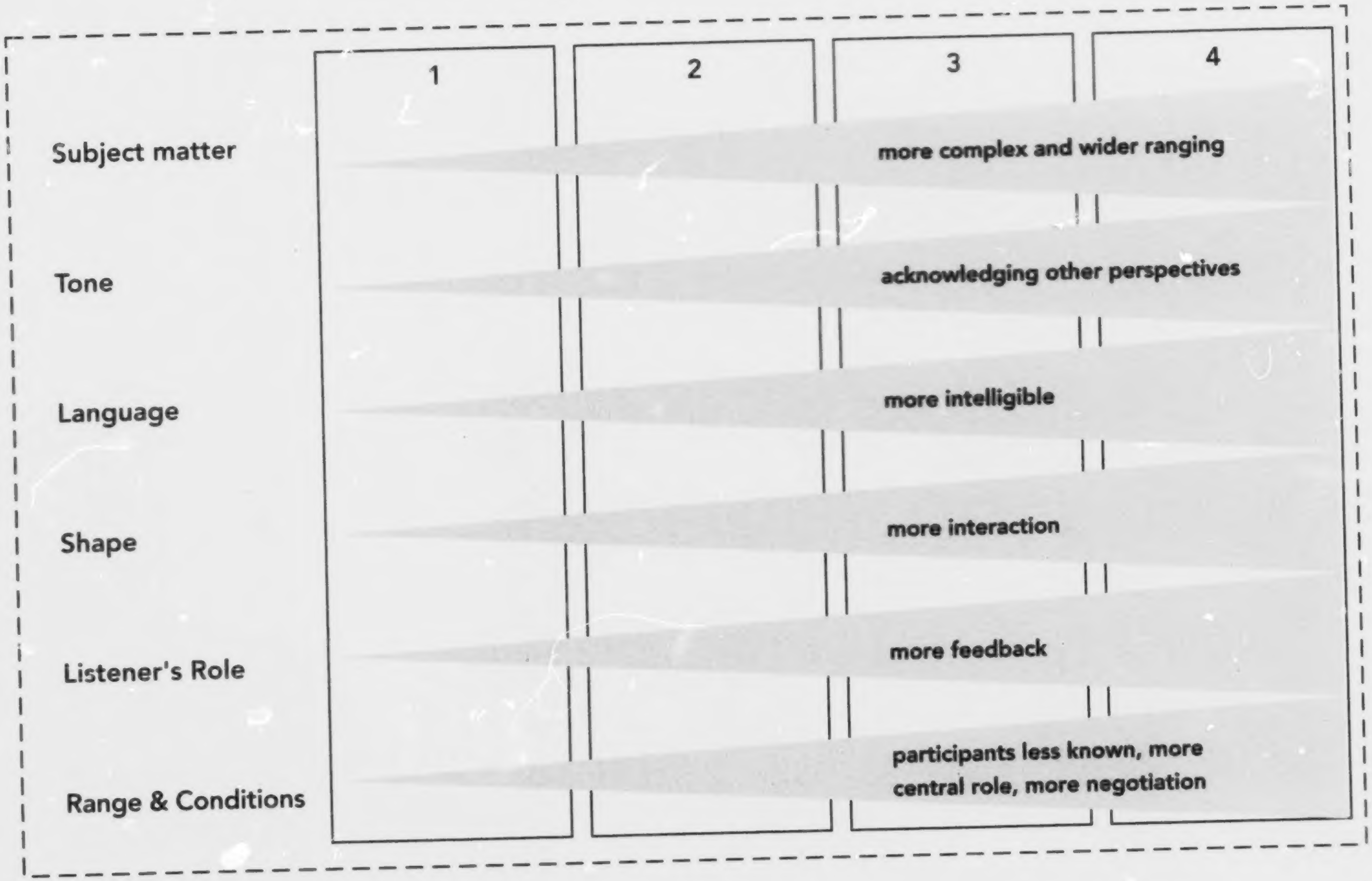
Familiarisation with the CGE for Adults Oral Communication Stream

The oracy competencies were organised in a similar way to the Reading and Writing Stream competencies, around *strands:* subject matter, tone, language and shape of text and the additional listening *strand.* In order to become familiar with the competencies, the simple process of placing the performance criteria of each element into the *strand* categories is a useful task. One example is shown here and there is a related activity at the end of this chapter.

ELEMENT/LEARNING OUTCOME		**SELF EXPRESSION** **1.1 Can participate in brief social episodes, relatively structured exchanges with an interpersonal rather than transactional goal.**
PERFORMANCE OR ASSESSMENT CRITERIA	**SUBJECT MATTER**	1 Present a single turn on a familiar idea or experience.
	TONE	2 Relate to immediate personal circumstances.
	LANGUAGE	3 Intelligibility (grammar and pronunciation) may make demands on other participants.
	SHAPE	4 Uneven use of interactional routines. Limited topic setting and supporting of other speakers.
	AS LISTENER	5 Limited provision of feedback to other speakers.
RANGE/CONDITIONS		1 Involving a number of known people, well known to the participant. 2 In a peripheral role.
ASSESSMENT TASK		Role play.
TEXT/CONTEXT EXAMPLES		Coffee break gathering of colleagues. Greeting, leave-taking, simple requests.
ASSESSMENT METHOD		Checklist - teacher/tutor.

(See Activity 1 at end of chapter.)

It is also useful to be able to see the development of oracy across the four modules or levels 1 to 4. The following diagram shows this development in relation to the *strands*.


1
2
3
4
Subject matter
more complex and wider ranging
Tone
acknowledging other perspectives
Language
more intelligible
Shape
more interaction
Listener's Role
more feedback
Range & Conditions
participants less known, more central role, more negotiation

SELF EXPRESSION: DEVELOPMENT ACROSS THE LEVELS

(See Activity 2 at end of chapter.)

ISSUES AROUND ORACY

There is no doubt in either literacy or ESL practitioners' minds about the importance of developing skills which contribute to the effective use of the spoken language. However, many questions arise in considering oracy in adult basic education and in the *CGE for Adults* in particular. These are some of the issues raised during our consultation processes.

- What are the pedagogical relationships between literacy and oracy, and are these reflected in the design of the competencies? Is it possible or effective to develop spoken language skills on their own in the classroom without recourse to reading and writing?
- Does separating out 'oracy' lead to a focus on the rehearsed performance of certain oral communication skills and neglect talking and listening to learn, to develop concepts and knowledge? Is oracy a subject in itself, or a medium of learning in all subjects (or both)?
- Does the focus on speaking skills undervalue the relative importance of listening as a part of learning and communication? How can listening to learn be explicitly incorporated into the curriculum?
- Is it possible to teach 'chat', or is it an integral part of social skills and self-image?
- How do oral communication competencies relate to different teaching approaches, e.g. 'natural'/'interventionist', process/genre, ESL/ALBE? Can you teach oral genres in the same way as written ones, since oral communication is jointly negotiated, possibly by individuals with different goals? How much is known about the discourse types of oral interaction?
- Should the detail of the *Background Work* have been translated directly into competencies? Do the competency statements encourage artificial compartmentalising of talk into different kinds for different purposes, when they may be used interchangeably in real-life contexts?
- Can you assess oracy? Which bits of classroom oracy do we choose to assess and why? How do the assessable bits in the document relate to classroom oracy? What does performance on classroom tasks tell us about general communicative ability? How do we take the nonverbal aspects of communication into account? How will the different capacities and dynamics of different listeners affect speakers' performances? Can life outside be replicated in the classroom? Can reported communication be included in assessment?

There is no doubt in either literacy or ESL practitioners' minds about the importance of developing skills which contribute to the effective use of the spoken language.

- Are oral language skills transferable across domains and tasks?
- How do we acknowledge adults' real-life communicative competence? Is only Standard English acceptable? Do we value students' nonstandard varieties of English? How do we take bi/multilingualism into account? Is English the only appropriate language choice in all contexts in a multicultural/multilingual society? How do the power relations in social contexts affect language use? Do we allow students to ***choose*** not to conform to dominant conventions?
- Can we assume that adolescents and adults who use English in much or all of their everyday life must have achieved at least level 2 in all domains?

While some of these questions relate to competency-based language curriculum, and to the Oracy Stream of the *CGE for Adults* in particular, they are mostly part of an ongoing debate on the role and nature of the teaching, learning and use of oral language. This publication intends to go into these questions - where possible to provide guidance and practical support to teachers, but also to keep the lines of communication and debate open.

ACTIVITY 1

Familiarisation with the *CGE for Adults* Oral Communication Competencies

Use this blank proforma (which can be photocopied) as a basis for rearranging each of the elements into the *strands*.

ELEMENT/LEARNING OUTCOME		
PERFORMANCE OR ASSESSMENT CRITERIA	SUBJECT MATTER	
	TONE	
	LANGUAGE	
	SHAPE	
	AS LISTENER	
RANGE/CONDITIONS		
ASSESSMENT TASK		
TEXT/CONTEXT EXAMPLES		
ASSESSMENT METHOD		

ACTIVITY 2

DEVELOPMENT ACROSS THE LEVELS

Use this blank proforma (photocopiable) to document development of oracy across the four levels (see above for example).

DEVELOPMENT ACROSS THE LEVELS: CGE FOR ADULTS ORAL COMMUNICATION

	1	2	3	4
Subject matter				
Tone				
Language				
Shape				
Listener's Role				
Range & Conditions				

ACTIVITY 3

TALK ADS

Look in the newspapers and in brochures for adult and further education and see if you can find courses listed which deal with speaking skills e.g. negotiation skills courses. What do these ads tell you about the changing oracy demands in society today?

ACTIVITY 4

DISCUSSION

Can language education make a contribution towards solving problems of economic inequality and social injustice?

Discuss with reference to the following quotes:

> '*English is not just one variable among others, but the baseline variable in determining unemployment risk.*' (Lo Bianco, 1987: 58)
>
> '*There is no across-the-board connection between increased work literacy skills and economic productivity.*' (Allan Luke, Literacy and Work in 'New Times' *Open Letter* Vol.3 No.1 1992: 11)
>
> '*Migrants from non-English speaking countries who are employed in manufacturing tend to be incorporated into the work force at sites which are frequently characterised by relatively unskilled work, labour intensive production processes and low pay.*' (Tait, David and Gibson, Katherine, 'Economic and Ethnic Restructuring: an analysis of migrant labour in Sydney' *Journal of Intercultural Studies* Vol.8 No.1 1987: 11)

Chapter 2

Oracy: the Broader Context

LANGUAGE: DEFINITIONS AND FUNCTIONS

Introduction
Definitions and Functions of Language
Speech and Writing
The Four Oracy Domains and the Social Context of Speech
Critical Language Awareness

'ORACY' AND EDUCATION

The Traditional Approach
Progressivism
The Personal Growth Model and the 'Natural' Approach
The New Interventionism

LANGUAGE DIVERSITY

The Historical Development of English
World Englishes
English in Australia
Australian English
Standard English

ACTIVITIES

Spoken and Written Language:
Scripted and Spontaneous Talk
Social Context of Talk: Wedding Speech
Listening Logs
Where Do You Stand on Speech?

LANGUAGE: DEFINITIONS AND FUNCTIONS

INTRODUCTION

In 1965 Andrew Wilkinson coined the term 'oracy' as a parallel term to 'literacy' (reading and writing), which dominated the curriculum as a means of learning (Wilkinson, 1965). The primary role played by the spoken language in learning has been emphasised in whole language and language across the curriculum approaches in schools and in communicative approaches in the teaching of modern languages, including, of course, English as a Second Language (ESL). However, it could be said that while the value of talk has been recognised, active *teaching* of speaking and listening has not been a focus of many classrooms. The methods and goals of oracy teaching remain, as ever, subjects of debate.

It is not surprising therefore, that the Oral Communication competencies in the *CGE for Adults* have received a mixed response. As with any other new development, practitioners need time and opportunity to get to know it. Many feel a need for discussion about oracy in the same way as the literacy domains and concepts were discussed and workshopped. They want to clarify the relationship between the Oracy Stream and other streams in the *CGE for Adults*. For some, oracy is not a 'subject', but rather a condition of learning in all subjects. Others just want to get on with it, whatever it is, and want practical suggestions for classroom work. The presence of the Oracy Stream has made spoken language an issue and has stimulated debate and discussion.

> *While the value of talk has been recognised, active teaching of speaking and listening has not been a focus of many classrooms.*

In this chapter, we outline the theoretical and historical background to oral competencies. It is difficult to understand the terminology used in the description of spoken language without a general awareness of the underlying concepts which come from linguistic analysis. As teachers of language, we need to engage with developments in our field and extend our own understanding. Knowledge about language can help teachers to develop students' talking and listening skills through a better understanding of how to set up contexts for learning, how to intervene constructively and how to develop students' explicit knowledge about language.

DEFINITIONS AND FUNCTIONS OF LANGUAGE

Definitions of language generally contain reference to sounds, systems, and meaning. Structured arrangements of sounds form words which combine into phrases and sentences to form discourse (any naturally occurring stretch of language, spoken or written). Language is not just structure, but a system of meanings which enables us to make sense of the world around us. Language is dynamic and varies according to context and use. It changes over time, and from place to place.

In a teaching context, if language is seen mainly as a system of rules, the subject matter will be the structure of language, separated from meaning and context. Functional theories of language focus on the social meaning of language use. Language is seen as a resource, and the subject matter is language in use, set in the context in which people say things in real life. The 'rules' of grammar in natural human languages are abstractions from the way humans use language and their explicit statement in words is difficult and never complete (Ong, 1982:7).

Language is used to communicate, to identify ourselves and others, to learn, and to get things done. Language both reflects and creates the values and relationships in society. Meanings created through language are constantly negotiated and renegotiated.

When we communicate, we transmit ideas, information, attitudes and emotions. We establish and maintain (or destroy) human relationships. Language is connected to social power and to culture. Through our language, we identify ourselves as belonging to socio-economic, national, regional, gender, generational, religious or other groups. It is a means of cognitive and conceptual development which enables us to learn and understand. We use language in everyday life to do things, for example we make promises, ask favours, give orders, complain and apologise. (Clyne, 1993: 52)

SPEECH AND WRITING

Speech is the primary form of human communication. Language evolved as speech and is learned as speech by the individual. Oral language is our main means of learning. In all the years of human language, writing has been available only for the last few thousand; even today the majority of languages in active use are never written. All literacy activities are embedded in oral language. Spoken and written language have different forms and functions, but they are interconnected.

In societies with written language, the written form or rather an idealised 'final draft' version of the written form, gets more prestige and attention than oral language, especially in education. Until fairly recently only a minority knew how to write. Spoken registers such as rehearsed academic speech come to be seen as norms or standards against which we have to measure up, even though spontaneous conversation is the characteristic form of spoken language. 'Traditional grammar' is a theory of written language, with the result that speech forms which differ from spoken language may be regarded as wrong. However, innovation in language is more likely to occur in speech. 'The basic orality of language is permanent.' (Ong, 1982:7)

> *Language is used to communicate, to identify ourselves and others, to learn, and to get things done.*

All language is interactive, but spoken language is jointly constructed in real time: it involves speaking and listening and all participants have an active role. It is more variable than written language, because it is affected not only by genre and register, but by accent, dialect and idiolect (an individual's way of communicating - choice of utterances, but also voice quality, pitch and speech rhythm). There are many features of speech that cannot be adequately represented in writing - variations in stress and intonation, pauses and hesitations; variations in voice quality, such as speaking harshly or tenderly, loudly or softly. Much of the message in speech is implicit and context dependent.

Recent definitions of literacy have integrated listening, speaking, reading writing and critical thinking, but it can be useful to distinguish reading and writing practices from listening and speaking practices. Writing is not simply speech written down, but developed as a new way of doing new things. Halliday (1990) points out that characteristically, speech is process, writing is product. Writing constructs a world of entities in which objects, structures and properties are arranged in a 'logical' relation to each other. Speech, on the other hand is focused around actions, events, mental processes and social relations.

Writing grew with the need to administer large and complex societies and to focus on economic and material processes - the world was made into things (reification). Writing has more content words per clause (greater lexical density) and has fewer clauses in its sentences than speech. The writer is hidden in the tone of the wordings used. Written language arranges clauses hierarchically by subordinating and embedding them. It tends to be highly edited and usually consists of statements made by a single speaker (it is monologic and declarative). Spoken language is generally repetitive and is organised by adding on clauses ('and', 'but' and 'so'), highlighting new information through intonation. (For a fuller discussion of these issues, see Halliday, 1985 and 1990.)

(See Activity 1 at end of chapter: Spoken & Written Language)

In spoken language, words are being decided on by the speaker and understood by the listener as they are being spoken. The pressure of limited time affects the form of spoken language, it can appear messy and irregular. Speakers have less time to plan, may make mistakes and lose the thread, forget or repeat themselves, listeners may lose concentration or misunderstand and ask for repetition. The active involvement of speakers and listeners requires reciprocal activity: speakers facilitate production by devices such as simplifying grammatical structures, using incomplete sentences when it is clear what is referred to, using formulaic, or set expressions rather than completely new formulations and incorporating fillers ('erm' 'well' 'you see' etc.) and reformulations in order to give themselves time to think of what to say next and the listeners more time for processing their message. Listeners give feedback to which the speaker must respond.

In the Oral Communication stream of the *CGE for Adults*, these features of spoken interaction are incorporated in Strand (d) Shape in the *Background Work: Oral Communication* (ACFED, 1993: 181). Detailed explanations of these features of spoken language and familiarisation tasks for teachers are to be found in Bygate (1987). In particular, Tasks 99 and 100 (ibid: 107) focus on the differences between spoken and written language and forms of spoken language. Brown and Yule (1983b: 32-3) emphasise the need to use 'naturally occurring' conversations as models for language work in class since the conventions for structures in 'naturalistic' scripted dialogues are in many respects characteristically different from those in naturally occurring conversation.

Spoken and written language have different forms and functions, but they are interconnected.

(See Activity 2 at end of chapter: Scripted and Spontaneous Talk)

The division of language into speech and writing is more of a graded variation than a sharp division. Although spoken language happens in time and can't be restructured like writing, there are many types of speech which are planned in advance or structured by custom and rule (e.g. meetings and trials). Some discourse types can be read from a script (e.g. news bulletins and plays) or based on written notes (e.g. talks and lectures). There are also important divisions *within* spoken language, between one-way (lecture) and two-way speech (discussion). (Cook, 1989: 115)

New technology further deconstructs the spoken/written distinction: spoken language can be recorded and then transcribed, written conversations can be conducted by email and fax, talkback radio enables two-way conversation with a distant audience. Live television broadcasts (e.g. CNN's coverage of the Gulf War in 1991) have spoken texts full of redundancy and dominated by sequence of events rather than analysis - 'the rise of a new public orality'. (Cope & Kalantzis, 1993: 75). While there are still distinctively oral genres in certain realms of life, such as domestic and affective, 'the more genres people have access to, both spoken and written, the broader the range of social things they will be able to know and do. Some social realms need the peculiar linguistic technologies available to literate discourses, not only so that people can read and write in those places, but so they can listen and speak and ultimately, think in, and through each realm. ... Even to think in order to be able to speak analytically about (the Gulf War), the grammar of literate genres has to be imported back into orality.' (ibid:75)

THE FOUR ORACY DOMAINS AND THE SOCIAL CONTEXT OF SPEECH

In the *CGE for Adults*, 'literacy, and therefore oracy, is defined in terms of its relations to the key contexts of social life' (ACFED, 1993: 177). Similarly to the 'literacies' of the Reading and Writing Stream, the 'oracies' of the Oral Communication Stream are based on the 'particular social purposes they serve within contemporary social life'. They are based on the four domains of Self Expression, Practical Purposes, Knowledge and Public Debate, identified in the VAELLNAF (*Victorian Adult English Language, Literacy and Numeracy Accreditation Framework*, DFE, 1992).

The organisation of the Oral Competencies draws on sociolinguistic analyses of communication which show how certain uses of language are characteristic of certain communicative events and contexts. In order to describe and analyse communication it is necessary to deal with discrete units of some kind. The units speech situation, speech event, and speech act which are referred to in the *Background Work - Oral Communication* (ACFED: 175-9), are often used in the analysis of speech in a social setting. Definitions generally refer to the work of anthropologist and linguist Dell Hymes. He explored ways in which utterances may be defined as appropriate to specific social contexts, and what people need to know in order to communicate effectively in various cultural settings. (Hymes, 1972; Saville-Troike, 1982)

Speech situations are contexts in which spoken communication occurs. Although they are associated with speech, they are not governed by the rules for the use of speech. There may be great diversity in the kinds of interaction which occur within them. They may contain both verbal and non-verbal events, for example, a classroom lesson, a party, a meal, a fight.

Speech events refer to communicative activity directly governed by the rules or norms for the use of speech, for example, the particular rules for casual conversation can be contrasted with rules for other speech events such as public meetings, lectures, service encounters, news broadcasts. A single event is defined by a unified set of components throughout, beginning with the same general purpose of communication, the same topics and involving the same participants, generally using the same language variety, maintaining the same tone or key and the same rules for interaction in the same setting. An event terminates whenever there is a change in the major participants, their role relationships, or the focus of attention. (Saville-Troike, 1982: 29)

> *The organisation of the Oral Competencies draws on sociolinguistic analyses of communication.*

Speech acts are utterances with a single interactional function, for example, requests, orders, commands, complaints, promises, greetings. They are not identifiable with any single grammatical form. Speech events may consist of a single speech act, as for example, a rite consisting of a single prayer. Usually there is a difference in magnitude: a party (speech situation), a conversation during the party (speech event), a joke within the conversation (speech act). (Hymes, 1972: 56)

These concepts are often easily identifiable in social gatherings. A wedding is an example of a speech situation. The whole ceremony of the wedding is a speech event, but this term could also be used to describe a single speech act, as in the exchange of vows.

The wedding reception provides another speech situation in which a range of speech events occur and recur, such as informal conversations, formal speeches, greetings and leave takings.

Within these events certain speech acts can recur, e.g. a joke may be embedded in a conversation or a formal speech, directives will be given as part of the ceremony, as invitations to guests to charge their glasses, as instructions to waiters, etc. (N.B. the word *communicative* is often used in preference to *speech*, as in *communicative act, communicative event* etc. to encompass broader aspects of communication, e.g. non-verbal)

In the Oral Competencies, the term *speech episode* is used to refer to speech events or sets of speech acts which recur in a range of situations. Speech episodes are identified according to the way in which they combine various features of spoken language. (ACFED, 1993: 175-179)

Speech episodes selected as typical of each domain form the basis of the Oral Competencies. In each Competency Statement the Performance Criteria and Range and Conditions describe language use in different social contexts.

A simpler way of looking at the Performance Criteria and Range and Conditions might be to see them as specifications of purpose, participants and setting within a particular social context. These broad groupings of factors characterising social context can be identified by asking the following questions:

Purpose:

What type of activity is taking place? What is the talking about? Is it about relationships or information or both? Do all the participants have the same purpose? Is the purpose clear or does it have to be negotiated?

Participants:

How many participants are there? What are their relative statuses and power relationships (e.g. age, gender, institutional power, knowledge of the subject at hand)? How familiar are they with one another? What affective relationships are there? Is the speaker in the main role? How is confidence and style affected by the relationships?

Setting:

What time is it? Where is it? What are the physical conditions? What is the 'mental setting' - whose 'intellectual territory'? Whose 'cultural territory'? What knowledge and perceptions of each other do the speakers have? What has already been said?

The interaction between purpose, participants and setting will affect *what* is said and how it is said: the *content* and the *form*.

Content refers to topic and change of topic. Content can be both explicit and implicit - how something is talked about is also part of what is said.

Form includes phonology (sound and intonation patterns), lexis (vocabulary), syntax (how words form sentences), genres (generally recognised categories of forms of language use for particular purposes) and paralinguistic features (non-vocal phenomena such as facial expressions, head or eye movements, gestures). The form in which the content is delivered can facilitate or hinder successful communication.

(See Activity 3 at end of chapter: The Social Context of Talk - Wedding Speech)

(See Activity 4 at end of chapter: Listening Logs)

CRITICAL LANGUAGE AWARENESS

In recent years discourse and conversational analysis have been criticised as limited because they simply describe the 'what', rather than asking 'why?' and 'how?'. They are seen as ignoring the wider power relations in society to focus narrowly on the individual speaker's goals and strategies and to presume an ideal of cooperative interaction.

Critical language study ties in the macro analysis of society with the micro analysis of particular social exchanges by looking at the relationships between language, power and ideology. It sees sociolinguistic conventions as the product of relations of power and struggles for power. It draws on recent social theory, in particular, on Bourdieu, Foucault and Habermas and links with British and Australian 'critical linguists' such as Fowler, Kress and Martin.

A critical awareness of the power of language enables an understanding of the social order. A critical approach examines the social forces shaping language and determining how things, and particularly people, should be described. Power relations affect how people speak to each other. The communicative practices of the dominant groups are accepted as the norm, which excludes most people from the realms of action. Difference can be seen in terms of deficit, as in current concerns about the need for enhanced communicative competence. An important element in a critical view of language is the concept of change. Language is not fixed, but dynamic, constantly adjusting to social pressures.

The relevance of these ideas to language teachers is discussed by Ivanic (1990: 122-132). Until the 1970's, the study of language was the study of patterns in order to produce accuracy - a 'grammar grind'. In the 1970's linguists and teachers adopted a view of language as a purposeful process, in which language functions are more important than language patterns and competence comes through exposure and purposeful language use. In this view, accuracy is far less important than fluency and appropriacy. However, although 'appropriacy' sounds more liberal and flexible than 'accuracy', it can be just as restrictive. The notion of appropriacy can be extended to which language or which variety is appropriate for particular purposes. 'The critical view of language emphasises that prestigious social groups have established these conventions: they are not 'natural' or necessarily the way they are.' (ibid: 126)

Power relations affect how people speak to each other.

Linguists and teachers who adopt a critical view of language don't disregard language as pattern and language as purposeful process, but they consider that these views are inadequate without the critical dimension. Instead of a 'normative' view of language as conforming to conventions of appropriacy, they propose a 'creative' view of language as constructing and sustaining identity. For example, bilingual adults need to know not only how to form questions, and how they function as polite requests, but also who has the right to ask and why (i.e. the way in which power relations affect language). Ivanic quotes an example from Shor and Baynham:

WHO HAS THE RIGHT TO ASK QUESTIONS?

At the doctor's

When you last went to the doctor's, did s/he ask any questions?

What were they?

Did you ask any questions?

What were they?

Did you want to know anything more?

If so, why didn't you ask?

Discuss your answers as a group

A critical view of language variety takes account of the way in which power relations determine the status of languages and language varieties. Instead of accepting that monolingual fluency in English is everyone's ideal, a critical view of language values a bilingual repertoire and identifies the social forces which don't value bilingualism. Learners need to know what the conventions are and to choose when to conform to them.

> *'Any good communicative language teaching will teach (them) how to conform to conventions. Critical language awareness additionally helps people conform with open eyes, to recognise the compromise they are making, to identify their feelings about it and to maintain an independent self image.'* (Ivanic, 1990: 130)

It is not sufficient to describe and isolate features of 'speech episodes' and help our students to perform them in a range of social contexts, we need also to examine the power relations in these contexts and the issues and meanings involved in order to 'extend and deepen our students' insight, understanding and ability to act in their lives'. McCormack gives the example of writing an accident report. Simply teaching adults to model their writing according to a particular structure omits consideration of the role and purpose of accident reports. 'The hidden question behind the report is who or what is to be held responsible for what happened? Now this needs to be discussed and would be in an ABE class raising such issues as honesty, worker versus management responsibility, attention spans, the consequences of telling the truth, scapegoating, and potentially many other issues. An ABE class would view learning the key concepts and being familiar with the issues they raise as being an integral part of literacy alongside teaching text structure in providing students with the wherewithal to write accident reports.' (Rob McCormack, unpublished talk)

Learners need to know what the conventions are and to choose when to conform to them.

Fairclough (1993) demonstrates a critical discourse analysis approach in his discussion of the marketisation of public discourse in contemporary Britain. The emphasis on oral communication skills and the requirement to 'sell oneself' through oral presentations and interviews and written resumes for an ever wider range of jobs needs to be viewed in a wider context. The genre of consumer advertising and spread of promotional discourse has become 'part-and-parcel of self-identity' in our contemporary 'promotional' or 'consumer' culture in which social life is constructed on a market basis. (ibid: 142). In pointing to other changes in the way language is used today, Fairclough suggests that in contemporary 'post-traditional' society relationships and identities increasingly need to be negotiated through dialogue and in consequence contemporary social life demands highly developed dialogical capacities.

> *This is so in work where there has been a great increase in the demand for 'emotional labour', and consequently communicative labour, as part of the expansion and transformation of the service sector.'*

As a result,

> *There is a notable focus on training in the 'communicative skills' of face-to-face and group interaction in language education.'* (ibid: 140)

Fairclough finds that we are all becoming increasingly dependent on experts with highly specialised knowledge. This 'technologisation of discourse' is also experienced in the top-down imposition on workers of how they must interact with members of the public, particularly with regard to labour with an 'emotional' character. A critical awareness of language and discursive practices is therefore becoming a prerequisite for democratic citizenship and an urgent priority for language education.

'ORACY' AND EDUCATION

Just as language use needs to be looked at in a social context, so does language education - in a social and historical context. Educational fashions in Australia, Britain and America appear to reflect swings between a focus on experience and a focus on instruction. The following overview has been written with particular reference to Chapters 2 and 3 of Cope and Kalantzis (eds) 1993, and personal communication from Chris Davison.

THE TRADITIONAL APPROACH

In classical times, rhetoric was an oral discipline, and study of grammar was related to its use. It was important to learn how to use language to serve socially significant purposes. 'Writing enhanced orality.' (Ong, 1982:9)

The dominant discourses are reflected in the subject matter of instruction. In antiquity, students were trained for the courtroom or political speeches. With Christianity, religion displaced law and politics. In the seventeenth and eighteenth centuries, science and journalism joined legal, political and religious rhetoric as dominant discourses. In the nineteenth and twentieth centuries, commerce, trade and advertising added new subjects and emphasised specialist audiences.

Traditional Western pedagogy was text book-based, presenting knowledge in a way that seemed objective, self-evident and self-contained. Learning 'grammar' originally meant learning the grammar of Latin and Classical Greek. As vernacular languages came to be used in textbooks as a medium for learning, they too became standardised in their spelling and grammar. The idea of 'standard' or 'objectively' correct usage formed the basis of language curriculum in modern schooling. In the early nineteenth century mass education was an important cultural tool in the construction of modern society. Pressures towards standardisation in society and technocratic rationality required discipline and a willingness and ability to follow orders.

> *Just as language use needs to be looked at in a social context, so does language education - in a social and historical context.*

In the traditional approach, language learning became the art of speaking and writing in English correctly. The focus on grammar as the servant of purpose and meaning disappeared in the utilitarianism of mass education. Everyday language was not seen as part of language learning. Oral language teaching focused on structural forms, standard pronunciation and presentation. A 'language skills' approach to grammar was developed. Activities such as formal debates, speeches, drama activities, were evaluated according to the norms of the dominant group. Literature was the model of correct usage and purveyor of moral values. Teacher talk predominated, with few communicative opportunities for students. While this approach is still alive and well in today's classrooms, new approaches emerged in the early twentieth century.

PROGRESSIVISM

In America John Dewey (1900) developed a progressivist pedagogy which rejected an inappropriate curriculum imposing knowledge from above and outside and called for practical experience and activities to be an integral part of schooling. Learners should assume the role of questioner and experimenter. Dewey regarded language as social and purposeful rather than abstract and formal. Effective language teaching involved students 'having something to say rather than having to say something'.

Progressivism still had as its goal the erasing of cultural difference and the 'correct' acquisition of standard English. It represented a shift from the nineteenth century concern with literacy as a tool of social stability to a newly emerging twentieth century emphasis on literacy as a fundamental technology upon which modern societies are built.

Watson (1987: 30-45) illustrates developments in Australia by the example of New South Wales, which in 1911 underwent a major reorganisation of secondary education. The reforms increased the number of schools and broadened the curriculum, giving it a humanistic focus: education for common needs and citizenship. The importance of subjects with no immediate bearing on vocational ends was stressed. The preface to the syllabus emphasised knowledge grasped through students' own thinking and investigative and experimental learning. The 1911 Syllabus remained in force until 1944 when a statement of grammatical knowledge required of pupils was added.

> *Effective language teaching involved students 'having something to say rather than having to say something'*

In the NSW Syllabus, the subject English was divided into Literature and Language. For example, a Shakespeare play would be read by the teacher with some scenes selected for 'dramatic reading' by the children. Language study of the play would be undertaken only 'so far as to lead to a due appreciation of its beauties of sound and form' (*Courses of Study for High Schools*, 1911, NSW). Students were taught to admire great works rather than to analyse literary texts or attempt to write them themselves.

The language part of the NSW syllabus 'stressed the importance of regular practice in written composition and in oral expression'. (Watson, 1987: 33) It also included history of language.

THE PERSONAL GROWTH MODEL AND THE 'NATURAL' APPROACH

In the 60's and 70's, prescriptive syllabi focusing on traditional grammar and 'correctness', gave way to *language across the curriculum* and *whole language* approaches. There was a growth of interest in pupils' own creative powers as writers and of engagement by English teachers in social issues and themes. The decline of 'English Grammar' was also due to a growing body of research evidence that showed that the claims that the traditional English grammar teaching of the past 60 or 70 years had beneficial effects on pupils' written composition were not true. The transmissive and instructional style of teaching often led to an oversimplified view of language rules and structures which did not take into account the elasticity inherent in the language system or the complexity of the functions involved in making meanings. The prevailing view of grammar as correctness, prescription and proscription engendered a sense of deficiency in language use in many school children, making the teaching of English language essentially a remedial activity even for native speakers. (Keith, 1990: 72-3)

The first signs of real change came in the 1960's with the 1966 Anglo-American Conference on the Teaching of English (Dartmouth, Hampshire), where John Dixon presented a model of English teaching which focused not only on skills and cultural heritage but also on personal growth. The personal growth model influenced Australian educators, as did corresponding work in the late 60's and early 70's by Moffet, Barnes, Rosen, Britton, and also the Bullock Report and developments in sociolinguistics.

Language was seen as personal growth, learnt through use in various contexts, using students' own experience and respecting dialects and diversities. In this 'natural' approach, oracy was 'talk', with an emphasis on process and open-ended discussion and collaborative problem-solving. Talk was for 'authentic purposes' and 'authentic resources' were drawn on instead of textbooks. Language teaching was implicit, with the assumption that oral language proficiency developed through use. Oral and written language were seen as having the same basic characteristics. The interest in process coming from cognitive psychology shifted teachers away from 'telling, teaching and testing' to the processes of writing, reading and thinking. Talk, reading and writing were integrated in 'meaning making' activities in a shift away from skill-based activities. (Squire, 1992)

> *Language was seen as personal growth, learnt through use in various contexts, using students' own experience and respecting dialects and diversities.*

'Standard' English was seen as simply a culturally specific dialect in a world of dialect differences where no one culture, language or dialect could be regarded as superior. The individuality of learners and their different life experiences were respected. There was no pre-set curriculum. In the learner-centred classroom, students communicated with one another in small groups with the teacher as facilitator.

In the late 60's and early 70's in Britain, a team led by Michael Halliday developed teaching initiatives and an approach to language study based on a coherent view of the nature and foundations of language. *Language in Use* (Doughty and Thornton, 1971), was a program of secondary study which promoted investigative approaches to everyday uses of language and guidelines for reflection and systematic further inquiry. (Keith, 1990: 84-5) Halliday's functional model: language used for a purpose, in a social context, has been central in developments in language teaching and has relevance for the oracy component of the *CGE for Adults*. When we use language, we learn language, we learn through language and we learn about language (Halliday, 1982). Figure 1, 'Using Language', explores the frequently used analogy of learning to drive and learning language to show how these processes reinforce one another.

Similar approaches developed in ESL too, away from the rigid structures of behaviourist drills to task-based communicative language learning. Teachers started to encourage talk, largely of the exploratory or interactional variety: spontaneous, reciprocal and context-dependent, with a focus on meaning rather than form: talking to learn, with teacher as facilitator. The teacher is less likely to model and demonstrate more formal tasks requiring individual performance. In ALBE, which emerged as a separate field in this epoch, spoken English was taken for granted as being there, and used as a vehicle for learning content or developing reading and writing skills.

FIGURE 1: USING LANGUAGE

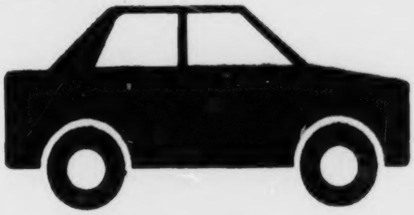
LEARN LANGUAGE - LEARN THROUGH LANGUAGE - LEARN ABOUT LANGUAGE

Learning and using language can be compared to driving a car.

DRIVING	LANGUAGE
LEARNING LANGUAGE **develop and refine language in new situations**	
• names of controls • how to manipulate them • how to go forwards, backwards, steer • how to drive in traffic -give way, road rules, pay attention to different signals and road users	• vocabulary, structures, pronunciation • how to make sentences and paragraphs • negotiate dialogue and group situations, take turns, take audience into account
LEARNING THROUGH LANGUAGE **make sense of new concepts - connect new language to language we know**	
• go to new places, choose own route, explore independently, expand horizons	• make sense of new concepts, explore purposes and come to grips with new ideas, explore written texts through talk
LEARNING ABOUT LANGUAGE **make commonsense understandings explicit, develop power to reflect and change**	
• explicit, rather than vague idea of how the car works, and what we can do safely, what the limits are, not to overload, how to cope with breakdowns, not to get taken for a ride	• build on implicit, commonsense understanding of language, learn explicitly how to express and interpret meaning, the power of language to inform and persuade, to know who's talking and why

DRIVING

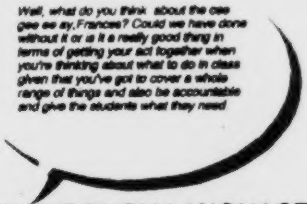
LEARN TO DRIVE



LEARN THROUGH DRIVING
LEARN ABOUT DRIVING

LANGUAGE

LEARN LANGUAGE


Well, what do you think about the cee gee ee ay, Frances? Could we have done without it or is it a really good thing in terms of getting your act together when you're thinking about what to do in class given that you've got to cover a whole range of things and also be accountable and give the students what they need

LEARN THROUGH LANGUAGE
LEARN ABOUT LANGUAGE

Cope and Kalantzis (1993: 54) suggest that this 'postmodern curriculum' reflects a world that has lost faith in the one true mission of progress and development. It is a world of fragmentation, cultural diversity, multiple identities, subcultures, styles and fads. They point out that this new 'postmodern' progressivism also has a cultural bias and that differences are never innocently pluralistic (ibid: 57). They involve relationships of power, too. A teacher who defers to difference may be simply patronising in not teaching the 'secret English' of officialdom (ibid: 60). Freire and Macedo, in discussing the position of Black English in the United states, say that while educators must respect Black English, 'The legitimation of Black English as an educational tool does not, however, preclude the need to acquire proficiency in the linguistic code of the dominant group.' (Freire and Macedo, 1987: 127) Halliday also sees this as the responsibility of teachers. 'There is no question learners must have access to the dominant discourses of society; that is what education means. It would be a strange interpretation of social accountability to say that because you do not like these discourses you do not teach them to children and to migrants.' (Halliday, 1993: 79)

There is a further issue here as Frances Christie argues, 'a progressivism which is founded on the proposition that there is nothing more relevant than a student's own experience fails to do more than reproduce the student's own commonsense - the everyday and the commonplace. It does not foster, for example, skills such as questioning and speculation.' (Cope and Kalantzis, 1993: 59)

Some sorts of speech, such as informative speech, aren't always easily acquired.

THE NEW INTERVENTIONISM

More recently trends have included a more interventionist style in a swing away from whole language and process to genre-based approaches. The 80's have seen studies done, for example by Gillian Brown in Scotland, which seem to show that some sorts of speech, such as informative speech, aren't always easily acquired. This approach sees oracy as 'communication' rather than 'talk', and claims that there is a role for teacher intervention to give explicit practice and guidance (Brown et al, 1984). There is increasing evidence that only the linguistically able learn on their own and that most profit from instructional activity within meaning-oriented teaching (Squire, 1992). Instruction and experiential learning activities are seen as mutually supportive rather than incompatible.

Cope and Kalantzis (1993: 63-89) argue for a new model of pedagogy, 'an explicit pedagogy for inclusion and access' which reconstitutes and recombines, but also moves beyond traditional and progressivist approaches. While their arguments are applied specifically to the teaching of literacy, they are also relevant to the use of speech in the public sphere, which reflects the syntax of writing.

It would be misleading to see these pedagogical approaches as contradictory - they could be complementary - teachers need to draw on all of them.

Since the approach to language diversity is central to distinguishing the features of different pedagogical approaches, the next section of this chapter gives some background to the historical and social aspects of the development of the English language and its varieties in Britain and Australia.

LANGUAGE DIVERSITY

THE HISTORICAL DEVELOPMENT OF ENGLISH

The history of the English language is one of change, and this is likely to continue, in view of the variety of speakers, purposes and language contexts.

English today is regarded as ***the*** world language. Estimates vary, but there could be some 320 million native speakers and about one billion non-native speaking users of English. English is used as an official or semi-official language in over 60 countries and has a prominent place in a further 20. (Crystal, 1987: 358) It is either dominant or well-established in all six continents. It is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. These lists go on.

In its development, English has been influenced and changed by several other languages. Modern English is a hybrid of Old Norse, German, Latin and Norman French, produced by three invasions and a cultural revolution (McCrum et al, 1986). Old English derived from the Germanic dialects of the Angles, Saxons and Jutes who invaded Britain in the fifth and sixth centuries AD. Conversion to Christianity brought with it a Latin vocabulary of abstract thought. Communication with the Danish invaders in the eighth and ninth centuries resulted in a creolised form in which Old English lost most of its case endings. The common people continued to speak English after the Norman invasion established French as the language of the upper classes. English won through when Chaucer decided to write in it and Henry V reinstated it as the official King's language.

> *Estimates vary, but there could be some 320 million native speakers and about one billion non-native speaking users of English*

In 1476 William Caxton set up the first printing press in London, and this served to consolidate London speech as 'standard English'. The growth of trade and a wealthy merchant class combined with the new learning of the Renaissance brought borrowings from Latin, Greek and other European languages. Changes in pronunciation shortened vowels and affected consonants. The 'k' and 'gh' in knight, the 'b' in climb, the 't' in Christmas and the 'w' in sword were pronounced in the fourteenth century, but these more difficult pronunciations disappeared. By the time of Shakespeare (1564-1616) English had a more modern sound.

The last major event in the history of English in Britain was the standardisation of English spelling through Dr Johnson's dictionary in 1755. This also produced a slowing down in pronunciation changes in Standard English. In spite of all the technological changes of recent years, the basic structure of English has been more stable than at other times in history. The process of adding vocabulary continues, so that English has the biggest vocabulary of all languages. The ordinary talk of English speakers has a consistent, basic, largely Anglo-Saxon vocabulary, while the majority of words in a modern English dictionary come from other language sources.

WORLD ENGLISHES

The status of English as a universal language is essentially due to the use of English in non-native contexts (Kashru, 1984: 64) It is impossible to generalise about regional varieties of English because each has its distinct historical, acquisitional, and cultural context. The historical development of non-native varieties of English is closely related to colonisation. A non-native variety generally acquires an identity in terms of either political boundaries (e.g. Indian English, Singapore English), or a larger geographical area (e.g. African English, South Asian English). Within regional 'standard' varieties there are commonly several sub-varieties. 'A[illegible]ucated Indian English speaker may attempt to approximate a native-English model while speaking to an Englishman or American, but switch to the localised educated variety when talking to a fellow Indian colleague, and further Indianise his English when communicating with a shopkeeper, a bus conductor or an office clerk.' (ibid: 63) Markers of difference may establish a desirable identity, and while educated (standard) Indian English, Nigerian English, or Singapore English are not identical to RP or General American, neither are Australian, New Zealand or mid-Western American English (ibid: 70).

> *The historical development of non-native varieties of English is closely related to colonisation.*

ENGLISH IN AUSTRALIA

When we look at the use and development of English in Australia it is important to remember that Australia has always been a multilingual country. Before English was established through invasion and settlement roughly 250 aboriginal languages were spoken. While the early settlers spoke mainly English, 19th century Australia continued to be multilingual not only because of the Aboriginal languages, but also because of a diverse range of 'community languages' including Irish and Scottish Gaelic. Although the majority of early settlers were English, Irish, Scots and Welsh, other nationalities were present. German Lutheran settlements were established in South Australia in the 1830's and the discoveries of gold in New South Wales and Victoria from the 1850's led to increased migration, particularly from Europe, the US and China.

Australia's 19th century multilingualism was transformed by Education Acts and World War I bans into a policy of monolingualism for more than half a century. Post World War II migration-generated language needs produced little response, but as assimilation moved to multiculturalism national language policy statements have addressed the full range of language issues and represent a symbol of Australia's achievement in cultural pluralism. It is important that language teaching respects the range of communication styles in Australian society today. 'Non-English speakers need to understand and appreciate one another's communication rules and cultural styles as well as that of the dominant group and English speakers need to understand and appreciate those of different non-English speaking background groups in our society.' (Clyne, 1993: 57)

AUSTRALIAN ENGLISH

Apart from the variety of English known as 'Australian English', English in Australia includes ESL, regional varieties, and Aboriginal Englishes. *The Macquarie Dictionary* (2nd edition, 1991: 110) defines Australian English as that 'spoken by native-born Australians, and by other inhabitants of Australia whose speech and idiom in English has converged on the dialect sufficiently to be identified with it'. It is further defined as functionally 'contrasting with British English, American English, and the other Englishes of the world'. (quoted by Blair, 1993: 64) The importance of language for identity is shown in the link between Australian English and nationalism. Shifts in national self-perception are reflected in language.

David Blair (ibid: 65-66) points to the election of the Whitlam government in 1972 as a time when rising national consciousness led to a less British-oriented outlook and a greater acceptance of broad Australian accents. Many ministers in the government spoke in this way themselves. In the Australian accent continuum, the Cultivated variety is closest to British Received Pronunciation, while Broad is most markedly Australian. Most speakers fall into the intermediate segment labelled General Australian. Aggressively Australian or 'ocker' TV ads also point to this nationalist sentiment. As was shown when Alexander Downer became leader of the Liberal Party in May, 1994, 'sounding Australian' is important for politicians. Downer came under attack for his 'English' accent, acquired during schooling in England.

The sense of Australian national identity is stronger than regional identity. In spite of considerable non-regional variation in the spectrum of Australian accents, there are no easily identifiable regional accents. Regional differences exist mostly at the level of vocabulary, for example, suitcase/port; bathers/swimming costume/swimmers/cozzies/togs (Bryant, 1995). Bryant (1985: 57) suggests that because there is no prestigious regional accent, there is no socio-political significance in these regional lexical varieties. This means people are generally not aware of the differences.

It is important that language teaching respects the range of communication styles in Australian society today.

The Australian accent has its origins in the language varieties spoken in South East England and Ireland. Differences have developed along the lines of settlement patterns rather than state boundaries and reflect commercial patterns and other continuity of contact in more recent times. Each part of Australia was settled by a mix of people, with 20 - 40% of early settlers in all colonies coming from the south-east corner of Britain, the rest from other parts of Britain and elsewhere.

The large numbers of post-war immigrants from Europe in the 1950's and 60's have generated recognisable new varieties of 'immigrant English', given creative expression in the poetry of Πο and the TV comedy show *Acropolis Now*, for example.

STANDARD ENGLISH

In previous sections of this chapter pedagogical challenges coming from the differing social prestige of language varieties have been raised. This section deals more specifically with the definition of language variety and how notions of 'correctness' are based on non-linguistic factors such as education, class and status.

Spoken language varies with *dialect* (a variety of a language that is identified geographically or socially by certain vocabulary or grammatical features), *accent* (features of pronunciation which identify a person geographically or socially), even *idiolect* (personal characteristics of the language of an individual speaker), as well as with *register* and *genre*. Richards et al (1985) define register as the kind of language use appropriate to a particular function in a situational context. This may be a matter of *style* i.e. varying from casual to formal according to the type of situation, the person(s) addressed, the location, the topic discussed etc. It may also be a *speech variety* used by a particular group of people, e.g. doctors or lawyers, and may have distinctive ways of using particular words.

The standard variety can be defined as 'the variety of a language which has the highest status in a community or nation and which is usually based on the speech and writing of educated native speakers of the language. A standard variety is generally:

a) used in the news media and in literature
b) described in dictionaries and in grammars
c) taught in schools and to non-native speakers when they learn the language as a foreign language.

Standard English is sometimes used as a cover term for all the national standard varieties of English. These national standard varieties have differences in spelling, vocabulary, grammar, and particularly pronunciation, but there is a common core of the language. This makes it possible for educated native speakers of the various standard varieties of English to communicate with one another.' (ibid: 271-272)

The ALLP refers to Standard Australian English as 'the form of English associated with public affairs in Australia' (DEET, 1991: 32) It defines Australian English as 'the variety of English which has evolved in Australia in response to the Australian physical, social and cultural environment. Within it, there are further varieties, including Standard Australian English, which are spoken and recognised by most native speakers of English in Australia.' (ibid: 9)

Standard English is a native dialect for some people - the minority - and it is not geographically restricted. It can be spoken with any accent, but the accent termed *Received Pronunciation (RP)* is associated with public schools and the upper classes, the professions and the media in Great Britain. RP shows no regional variation. It is also referred to as 'BBC English' and until recently was the standard pronunciation for BBC newsreaders, and an ideal cherished in some quarters of Australian society. 'Received' refers to it being received with approval in the highest circles. Most educated speakers of English (in Britain and elsewhere) do not speak with an RP accent. In Britain RP is a mark of a social class rather than of education.

A major issue for debate in recent years has been the place of non-standard varieties of English in schools and in pedagogy generally.

RP has been treated as the main pedagogical norm for the export variety of British English, especially for tapes and records and pronunciation manuals used in classrooms, including ESL classrooms in Australia. Kashru (1984: 67) points out that while regional as well as non-native users of English suffer from the linguistic intolerance a norm such as RP produces, there is a difference in the way deviations from the norm are characterised.

> *'The term 'norm' does not just apply to pronunciation, although this aspect attracts the most intolerance. Lexical, grammatical and discoursal features will also vary and are often looked upon as 'mistakes'. Whether a word or formation is labelled a 'deviation' or a 'mistake' depends largely on whether a variety is used as a first or second language. Thus an Australianism is characterised as deviant from 'mother English'.' (ibid)*

The 'Australianisms' of native-speakers of Australian English are regarded as deviations, while local words and formations of non-native varieties of English are regarded as mistakes.

A major issue for debate in recent years has been the place of non-standard varieties of English in schools and in pedagogy generally. In Britain, in particular, this debate has centred on the Cox Report (DES, 1989), the establishment of a National Curriculum in English and the National Oracy Project. One of the key problems of language education in a democratic society is the contradiction between egalitarianism and class structure. Education can be seen as responding to wider social structures in functioning as an instrument for creating legitimate grounds for exclusion.

A popular criticism of non-standard speech is that it is 'unclear' or 'indistinct'. 'In fact, it is the degree to which the listener is acquainted with the language and dialect being spoken which will determine how easily the listener can cope with understanding the speech.' (Brown et al, 1984: 30) High status non-native accents such as French are usually regarded as charming, while lower status ones such as Hong Kong Chinese or Tamil English may be regarded as unclear.

The association of 'correct' English with character and propriety has been the subject of debate over the past 300 years. At issue is the place of a standard language in relation to non-standard forms; the place of absolute rules of correctness in grammar and pronunciation; the perception of degeneracy in standards of language use. Such debates reflect the prevailing political climate; 'debates about the state and status of the English language are rarely debates about language alone.' (Carter, 1992: 10) The more highly valued 'refined' language has to be watched so that it does not turn vulgar. Change is held to mean deterioration and decay, with each generation feeling that contemporary language illustrates the problem at its worst.

The belief that differences between 'vulgar' and 'refined' language reflect differences in intellectual capacities, virtue and morality is expressed by the place of rhetorical communication in education. 'Rhetoric implied a whole social order: those who ruled were eloquent; those who didn't were not.' (Cmiel, 1990: 28) The polite, civilised, elegant, noble, refined, tasteful and pure language of the gentry was contrasted with the vulgar, barbarous, contemptible, low, degenerate, profane, mean and abject language of the 'rabble' and 'laborious and mercantile' people. (Freeborn, 1992: 190).

The emergence of democratic forms of government in the nineteenth century produced conflict between defenders of refined traditions and supporters of new, popular styles of speaking. In England, language provided an excuse for petitions on parliamentary reform being rejected. The ways in which pedagogical approaches reinforce, ignore or grapple with these issues have been discussed in the previous section of this chapter.

The adoption of a more standard dialect in certain situations is an additional way of speaking rather than use of a language which is superior in all respects.

Brown et al (1984: 24-28) suggest a compromise position between one which considers the teaching of spoken standard English a waste of time, and that which maintains that academic success depends on being able to deal with standard English. They maintain that it may be possible to teach alternative ways of 'saying the same thing'. Most people are familiar with more widely understood forms than their particular localised dialect. 'What seems to be at issue is not so much 'knowing the forms' as recognising the appropriate occasions for their use and being prepared to use them.' Native speakers know their own language. 'What is necessary is to teach them appropriate occasions of use for the language forms they already know, to deploy their language effectively.' The adoption of a more standard dialect in certain situations is an additional way of speaking rather than use of a language which is superior in all respects.

This is where critical language awareness comes in. As Ivanic states, with a critical view of language, accuracy and appropriacy are not things to be learned, but things to be questioned and understood.

> *'Critical language awareness is a prerequisite to language use in three ways. Firstly, people find it hard to learn a 'different' language without already knowing how they feel about it in relation to the language they use already. Secondly, once people realise that there is a difference between 'person respecting' and offensive language, they will want to know what the differences are and make their choices accordingly. Thirdly, once people know that rules of accuracy and appropriacy are not fixed but subject to social influences, they will want to choose between not conforming to them, reproducing the conventions as they are, or challenging them, helping to break new ground.'* (Ivanic, 1990: 128)

ACTIVITY 1

SPOKEN AND WRITTEN LANGUAGE:

Collect examples of spoken and written texts dealing with the same topic and comment on the language features that enable you to identify them as spoken or written, technical, literary, informal etc.

These examples of typical wordings in written and spoken texts are presented by Halliday in *Spoken and Written Language*, 1985, page 81:

Written	Spoken
Every previous visit had left me with a sense of the futility of further action on my part.	Whenever I'd visited there before, I'd ended up feeling that it would be futile if I tried to do anything more.
Violence changed the face of once peaceful Swiss cities.	The cities in Switzerland had once been peaceful, but they changed when people became violent.
Improvements in technology have reduced the risks and high costs associated with simultaneous installation.	Because the technology has improved it's less risky than it used to be when you install them at the same time, and it doesn't cost so much either.
Opinion in the colony greeted the promised change with enthusiasm.	The people in the colony rejoiced when it was promised that things would change in this way.

Written language presents phenomena as products.

Spoken language presents phenomena as processes.

Each code presents reality as being like itself.

A *piece of writing* is an **object**; so what is represented by written language is also given the form of an object. Hence *visit, sense, futility, action, violence, improvements, costs, installation, opinion, change, enthusiasm* are all nouns.

But *when you talk*, you are **doing**; so you represent by talking, you say that something happened or something was done. Hence *had visited, had ended up feeling, tried to do, had been, has improved, install, doesn't cost, rejoiced, change* are all verbs.

While it is fairly easy to find a range of examples of written texts on similar topics: dictionary or encyclopedia entries can be compared with textbooks, literary or poetic descriptions, spoken texts or transcripts are more difficult to find, and may need to be generated or recorded for the purpose of comparison.

1. For example, the following texts could be collected for a current news issue:

   Written texts:

   e.g. newspaper reports/ letters to the editor/ background article/ human interest story/ vox pop interviews

   Spoken texts:

   e.g. news item* read by newsreader/ eye-witness account/ commentary by 'expert'/ opinion of caller to talkback radio program/ vox pop interviews

   *Is this spoken or written language? Look at transcripts of the ABC schools television program, *Behind the News* - compare commentary and interviews

2. Generate texts yourself or with your students:

Talk into the tape-recorder about a person, event, activity, book, film etc. or interview someone else.

Write an account of the same topic or find a related written text.

Transcribe your tape-recording and compare with your written text.

Record yourself giving instructions to someone on how to do something - operate a machine, prepare food, play a game, etc.

Compare the transcript of the recording with the instruction booklet, recipe etc.

FURTHER ACTIVITIES:

- Activities exploring oral language can be found in Bygate (1987: 107 ff.)
- Brown and Yule (1983b, Chapter 1) explore some of the differences in form and function between spoken and written language.
- A comparative analysis illustrating differences between spoken and written texts can be found Brown and Yule (1983a: 18).
- The LINC Materials for Professional Development contain a section 'Spoken and Written Language', which explores the aims, functions and forms of speech and writing. (see Annotated Bibliography, Appendix 1)

ACTIVITY 2

SCRIPTED AND SPONTANEOUS TALK

Authentic and Scripted Texts

Both extracts involve telephone exchanges to make or confirm doctor's appointments. One is from an ESL textbook, the other is a transcript of an authentic exchange.

- How can you tell which is which?
- What features of each passage did you use in making your decision?

TEXT 1

A:receptionist B: patient

A doctor's rooms can you hold the line for a moment?
B yes
A thanks ....
A [hello
B [hello
A sorry to keep you waiting
B that's all right um, I'm just calling to confirm an appointment with doctor X for the first of October
A oh
B because it was so far in advance I was told [to
A [I see what you mean, to see if she's going to be in that day
B that's right
A oh we may not know yet
B oh I see
A first of October .. Edith .. yes
B yes
A there she is okay you made one [what's your name
B [at nine fift...
A got it got it

TEXT 2

A:patient B: receptionist

(telephone rings)
A Could I make an appointment to see the doctor please?
B Certainly, who do you usually see?
A Doctor Cullen.
B I'm sorry, but Dr Cullen has got patients all day. Would Dr Maley do?
A Sure.
B OK then. When would you like to come?
A Could I come at four o'clock?
B Four o'clock? Fine. Could I have your name please?

BEST COPY AVAILABLE

COMMENTARY

Text 1 is an authentic conversation from the NCELTR Spoken Discourse Project. Text 2 is from Nunan, D. and Lockwood, J. *The Australian English Course.* Level 1 Cambridge University Press, 1991

The obvious differences between Text 1 and Text 2 are set out below.

1 sentences vary in length, some fragments, some interrupted by the other speaker
2 sentences short and well-formed
1 variety in structural choices in tune with register variables of field, tenor and mode
2 particular structures repeated e.g modal verbs *could* and *would* with unnatural frequency
1 overlapping turns and interruptions
2 distinct turn-taking
1 hesitation and backchannelling
2 absence of backchannelling or hesitation markers eg oh, um
1 informality and idiom e.g. got it, got it
2 tends towards formal, standardised language
1 reference to real world people and events not always explicit
2 limited reference to real world events, no ambiguity
1 shared knowledge understated or acknowledged without clarification e.g.
A first of October .. Edith .. yes
B yes
A there she is okay you made one [what's your name
B [at nine fift...
A got it got it
2 contextual knowledge provided

These extracts show how seemingly straightforward encounters could present difficulties for learners exposed only to scripted textbook dialogues. Scripted dialogues based on natural conversation can perform a useful pedagogical function in the early stages of language learning. However, by examining real life encounters learners can see how native speakers use various strategies to achieve their aims. Despite the apparent messiness and spontaneity of spoken language there are recognisable patterns. Generic spoken text types such as service encounters, casual conversation and joke-telling have predictable obligatory stages as well as a range of non-obligatory ones.

Texts and commentary from 'Some Insights from the NCELTR Spoken Discourse Project', by Sandra Collin, published in *Interchange* (Journal of the NSW Adult Migrant Education Service), Number 23, January 1994. The Project involved AMES teachers from N.S.W. and S.A. and NCELTR professional development staff and was conducted between 1990 and 1992. Further useful commentaries on material from the NCELTR Project can be found in Burns (1992/93,1993).

ACTIVITY 3

'WEDDING SPEECH'

The purpose of this activity is to look at the component factors of the social context of talk by relating them to a social context.

1. Look at FIGURE 2 'The social context of talk' and become familiar with the features of Purpose Participants and Setting.
2. Jot down some of the activities involved in any aspect of a wedding in which speaking and listening play a part. These could be part of the preparations, ceremony, reception etc.
3. Locate these speaking and listening activities in any one (or possibly more than one) of the domains in FIGURE 3.
   Where would you locate the cartoon conversations in FIGURE 4?
4. Drawing on your personal experience of any of the activities you have listed, consider how the purposes, participants and settings on those occasions influenced what was said and how it was said.

FIGURE 2

THE SOCIAL CONTEXT OF TALK

The social context of talk can be classified in many ways, but they all include the aspects of **Purpose, Participants (Audience), Setting**, or something like them. The **Performance Criteria, Range and Conditions** of the **Oral Competency Statements** relate to these factors and the way they affect what we say and how we say it.

PURPOSE

What type of activity is taking place?
What is the talking about?
Is it about relationships or information or both?
Do all the participants have the same purpose?
Is the purpose clear or does it have to be negotiated?

PARTICIPANTS

How many participants are there?
What are their relative statuses and power relationships (e.g. age, gender, institutional power, knowledge of the subject at hand)?
How familiar are they with one another?
What affective relationships are there?
Is the speaker in the main role?
How is confidence and style affected by the relationships?

SETTING

What time is it?
Where is it?
What are the physical conditions?
What is the 'mental setting' - whose 'intellectual territory'?
Whose 'cultural territory'?
What knowledge and perceptions of each other do the speakers have?
What has already been said?

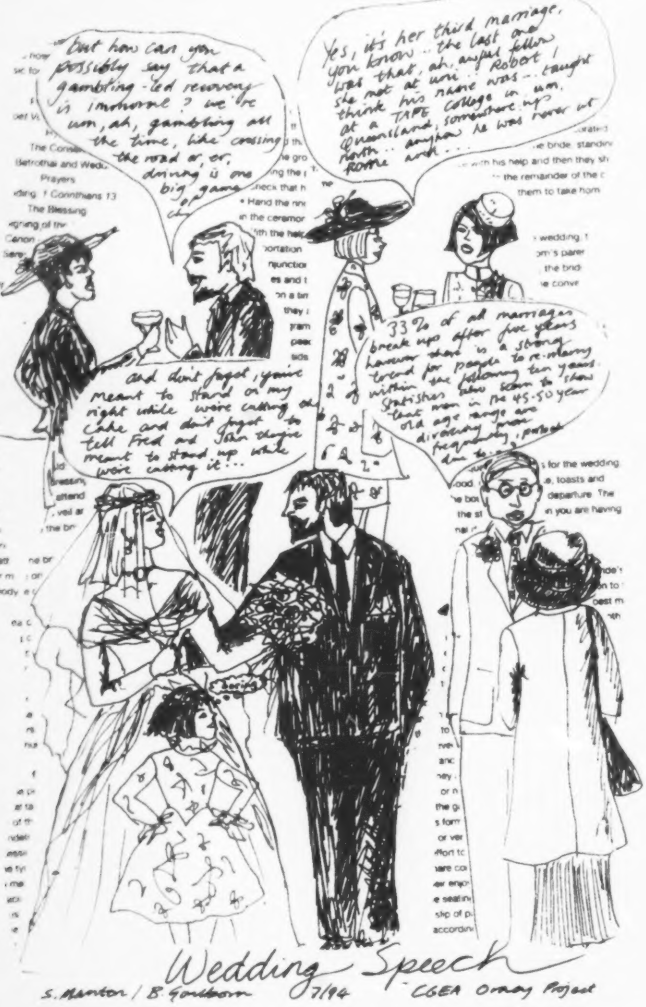
FIGURE 3

THE ORAL COMPETENCIES AND THE VAELLNAF DOMAINS

The information below is drawn from the CGE for Adults: Background Work - Oral Communication (ACFED, 1993: 177-179)

SELF-EXPRESSION	PRACTICAL PURPOSES	KNOWLEDGE	PUBLIC DEBATE
texts which present the individual in a social context - "self-presentation"	functional forms of communication - everyday competence within modern life	presentations of information, principles, explanations and theories	the capacity to follow and participate in public debate
• "social episodes" - person-oriented rather than task oriented	• task oriented "support episodes" or "service episodes" provide assistance with knowledge or skill - giving directions - talk may accompany action	• task oriented "presentation episodes" to transfer information	• task oriented "exploratory episodes" addressing a specific problem or issue as a member of a group
• representative speech events: casual conversation, story telling, anecdotes	• representative speech events: assembling, demonstrating, instructing, service encounters in shops, workplace etc	• representative speech events: public meetings, reports, talks, lectures, news broadcasts	• representative speech events: public meetings, discussions, debates

FIGURE 4


"But how can you possibly say that a gambling-led recovery is immoral? we're um, ah, gambling all the time, like crossing the road or, or, driving is one big game of ch
Yes, it's her third marriage, you know .. the last one was that, ah, awful fellow she met at uni .. Robert I think his name was .. taught at a TAFE college in, um, Queensland, somewhere up north .. anyhow he was never at home and . . .
And don't forget, you're meant to stand on my right while we're cutting the cake and don't forget to tell Fred and Joan they're meant to stand up while we're cutting it . . .
33% of all marriages break up after five years however there is a strong trend for people to re-marry within the following ten years. Statistics also seem to show that men in the 45-50 year old age range are divorcing more frequently, probably due to . .
Wedding Speech
S. Manton / B. Goulborn 7/94 CGEA Ormay Project

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ACTIVITY 4

LISTENING LOGS

Exploring, investigating and reflecting on everyday language can be done in a variety of ways. Preparing and analysing detailed transcriptions while valuable, can be very time-consuming. Here are some less labour-intensive ways of tuning in to the sounds around.

Diary: (McRoberts, 1986: 16)

Keep a diary during a typical day of all the speech you are involved in. At the end of each hour (at least) note who has been speaking and listening and what the subject or purpose of the talk was - no matter how trivial. At the end of a full day, use this diary to draw up an analysis of how much different people spoke and why they spoke.

Living Information: (Wilkinson et al., 1990: 148)

'The idea is to net the spoken word as it flies, pin it down on paper, and make an appropriate entry about it. The captured words do not have to be dazzlingly beautiful: they can be very boring in content as long as they have interest as language.'

Sometimes the words may be recorded, but such resources are not usually available when something catches attention, and in any case, may cause distortion. It becomes an exercise in exact memory, and a way of attuning one's ears to the sounds around. The comments do not need to be long, but should explain why the 'particular specimen' is worthy of capture.

Listening Strategies (Rost, 1990: 173)

Keep a diary for one week of the situations you are involved in as a listener. These may be situations in which you are using your first language or second language.

Make notes of the variables that might be relevant:

- place;
- number of speakers;
- your role (addressee, overhearer, etc.);
- what goal(s) you achieved in the interaction;
- how you achieved the goal(s);
- any problems you had as a listener;
- what you did (if anything) in attempt to address the problem.

After one week (in which you will presumably have at least 10-20 self-reports/observations) look for patterns in the diary accounts. Do you see any evidence of strategies - successful or unsuccessful ones?

Thematic Sampling - possible starting points

During one day, make a note of all occurrences of a topic, e.g. 'weather' -where they occur, who with, to what purpose, how the talk about weather begins and ends, where it leads - what part it plays in the whole interaction: e.g. - part of greeting to colleague on arrival - solidarity; topic in phone conversation with mother who has gardener's and tank-water consumer's interest in rainfall patterns; approach by shop assistant - establish contact in the interests of sale/ discouraging shoplifting/ feeling trapped in underground arcade; exchange with colleague who has just arrived to judge whether a coat is needed outside; routine exchange with local milkbar owner - maintaining interpersonal/customer contact.

During one/several days make a note of the topics of casual conversations at work - patterns detectable? Who decides/ maintains/ changes topics? Is it different if the conversation is a lead-in to a meeting or work-related information exchange, or a chance encounter in the corridor/library?

ACTIVITY 5

WHERE DO YOU STAND ON SPEECH?

Standard English is a middle-class dialect, but it *is* the language of 'power' so we should teach our students to use it: empower them, but respect other dialects.

Whatever people say is *natural* and shouldn't be changed

We should correct student writing to standardise it because writing is *formal*. It's OK to have non-standard speech because speech is *informal* and so correctness doesn't matter so much

If someone has a strong accent or non-standard English, then it's up to the listener to adapt, not the speaker. We live in a multicultural society so we have to be 'in tune' to acknowledge language diversity.

Mostly it's just a case of laziness and wanting to use slang that stops people from speaking proper English

We should get rid of all non-standard uses of English by ESB and NESB students (e.g. 'YOUSE')

Spoken language is part of persona/personality. It's natural, so you should NOT correct or change it - that would make a student feel inadequate. Writing is different because it's *outside* the person - not part of personality.

Standard English is the correct and proper version of our language, and the only one that can be used for expression of academic and abstract concepts.

We're doing students a disservice by not helping them use Standard English - it's the 'national' form which enables everyone from different backgrounds to understand each other. It doesn't matter what form you use at home or with friends, though.

Standard English is part of a middle-class plot to retain power. It's the *middle*-classes who should change their language, *not* the working-class

WHERE DO *YOU* STAND?

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Chapter 3

Thinking Curriculum

DEFINITIONS OF CURRICULUM

Changes in Basic Education in the 80's and 90's
The Project's Concept of Curriculum

THE CURRICULUM VARIABLES IN DETAIL

Policy and Funding Imperatives
The *VAELLNAF/CGE for Adults*
Theories
Mode of Delivery
Current Student Competencies
Specific Learner Characteristics
Students' Goals and Needs
Getting a Balance in Curriculum Design

THE CURRICULUM COMPONENTS IN DETAIL

Content and Sequencing
Methodology
Relationship of Streams
Assessment
Evaluation
Resources

OTHER ESSENTIALS IN CURRICULUM DESIGN

CURRICULUM AS A CULTURAL CONSTRUCT

ACTIVITIES

The Curriculum Variables: Application
Assessment
Curriculum Essentials

DEFINITIONS OF CURRICULUM

'... the curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process.' (S. Grundy, 1987: 115)

Definitions of **curriculum** have developed from traditional 'content and method'-only concepts (syllabus) to broader ones which also include items such as student selection and placement methods; priorities and target groups; learning and teaching resources; implementation facilities; teachers and their training and support; policy frameworks; sources, availability and impact of funding; and reporting requirements in relation to accountability. (*An Emerging National Curriculum-English Literacy for Adults Project Report*, 1992, ILY, NSW TAFE).

This broad type of definition of curriculum which acknowledges societal and policy goals as well as student needs and goals suits the developments that have occurred over the last ten years in adult basic education in Victoria. Provision has changed from a 'private', individual problem-fixing activity to a public, community concern: from a 'do-gooder' to a professional (but hopefully not uncaring) approach. The field has grown in size, scope and in the number of different funding sources. One consequence of this is the existence of a greater number of interested parties/stakeholders involved in the business of adult basic education provision. It is no longer just a private matter concerning the teacher and student.

CHANGES IN BASIC EDUCATION IN THE 80'S AND 90'S

As recently as ten years ago, most adults with incomplete education wishing to improve their literacy and language repertoire were relegated to classes in church halls or run-down cottages, or, more likely, were taught by voluntary tutors in the privacy of their homes or in quiet corners of public libraries. Curriculum was usually a private arrangement between student and tutor, based on the student's self-perceived needs, available resources and some advice (occasionally unheeded) from the part-time tutor coordinator. Sometimes groups of students and tutors met together as a class, or members of a small group might meet together to be taught individually by one tutor. Some TAFE colleges ran classes based on college-accredited basic education curriculum (i.e. curriculum designed by teachers in a particular college which was then accredited by that college's internal accrediting board) which was taught by trained teachers, however these teachers were rarely trained in adult basic education, as no such teacher education courses existed in the State until very recently. Although many of these college-delivered courses provided 'bridging' or 'access' to other TAFE courses, they also satisfied legitimate student-defined goals.

Curriculum was usually a private arrangement between student and tutor.

These marginalised and non-professional arrangements were perpetuated by the lack of substantial funding to the adult basic education area. The small scale of provision in the field was not conducive to much support in the way of public funding for curriculum development projects, professional development activities or publication of appropriate resources. Nevertheless, practitioners consistently attempted to develop a body of knowledge and shared understandings about the nature of their practice. Organisations such as the Victorian Adult Literacy Council (VALC), now the Victorian Adult Literacy and Basic Education Council (VALBEC) are evidence of this kind of 'self-help'. Most curriculum improvement depended on this informal networking. Apart from a few photocopied locally-produced

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booklets and some overseas publications such as the British ALBSU resources, teachers had to rely entirely on their own home-produced learning materials.

The needs of long-term migrants who spoke languages other than English (LOTE) as their first language and who had incomplete school education were not specifically addressed in curriculum development for many years. The predominantly oral approach of the 'Australian Situational Method', implemented through the standard textbook *Situational English for Newcomers to Australia*, was in widespread use throughout Adult Migrant Education Services (AMES) until the late seventies. Communicative Language Teaching approaches integrating spoken language with reading and writing were progressively adopted from the early eighties. The reliance on commercially produced EFL materials from the UK, however, meant that pre-existing levels of education and reading and writing skills were presumed and that the social context of migrants was ignored, in particular their access to 'natural language' as residents in a predominantly English-speaking country. A few 'special' classes were gradually set up, incorporating literacy teaching and developing materials and methodologies in response to learners with ESL and literacy needs. Although many teachers of adult literacy and basic education classes for English-speaking background and bilingual students used oracy as an instrument or medium for expressing thoughts and ideas before getting them down on paper (the 'language experience' approach), there was little focus on the explicit development of oral language in itself.

> *This 'laissez faire' approach to curriculum in which everyone 'did their own thing' began to change in 1990, International Literacy Year (ILY).*

This type of personal curriculum, which ranged from totally student-centred and negotiated to totally teacher-directed and non-negotiated, may well have been effective in meeting student needs. But the informality of provision meant that neither needs nor 'outcomes' were officially measured or documented in any rigorous way to show the effectiveness of curriculum. Personal anecdote and individual success stories were the best measures of adequacy and appropriateness. Assessment and evaluation were not really on the agenda, although teachers were beginning to hear these words a little more frequently in the late 80's.

This 'laissez faire' approach to curriculum in which everyone 'did their own thing' began to change in 1990, International Literacy Year (ILY). A national outburst of literacy awareness was seeded by ILY funding to projects which highlighted the need to extend and improve adult basic education provision so that people could function better in the workplace, home and community, given the ever-enlarging scope of literacy competence required in modern society. As well as measuring the size of the problem of 'illiteracy', Rosie Wickert's survey, *No Single Measure*, also showed the specific types of tasks that constituted 'literacy' and therefore perhaps made teachers more aware of ideal literacy curriculum content. Another influential factor in the move away from a fragmented approach to curriculum and provision was the Australian Languages and Literacy Policy (ALLP) 1991. This helped adult literacy and basic education (ALBE) shed some of its Cinderella image by establishing the field as an appropriate subject of public concern, worthy of development of government policy and consequent funding.

The recession, combined with changes in the organisation and management of work and related government policy directed at a more competitive, efficient (and often 'downsized') manufacturing sector, led to large scale unemployment in the late 80's. The realisation by government that many of those unemployed could not access retraining due to inadequate English language and literacy skills led to a burgeoning of DEET-funded language and literacy classes for the retrenched and unemployed.

Literacy and language needs in the workplace were also acknowledged through provision of funding (Workplace English Language and Literacy program).

This enlarged scale of provision, plus the general move towards credentialism and 'mainstreaming' of basic education, provided the backdrop to the evolution of the *CGE for Adults*, placing the ALBE field firmly in the public, accountable, 'official' arena.

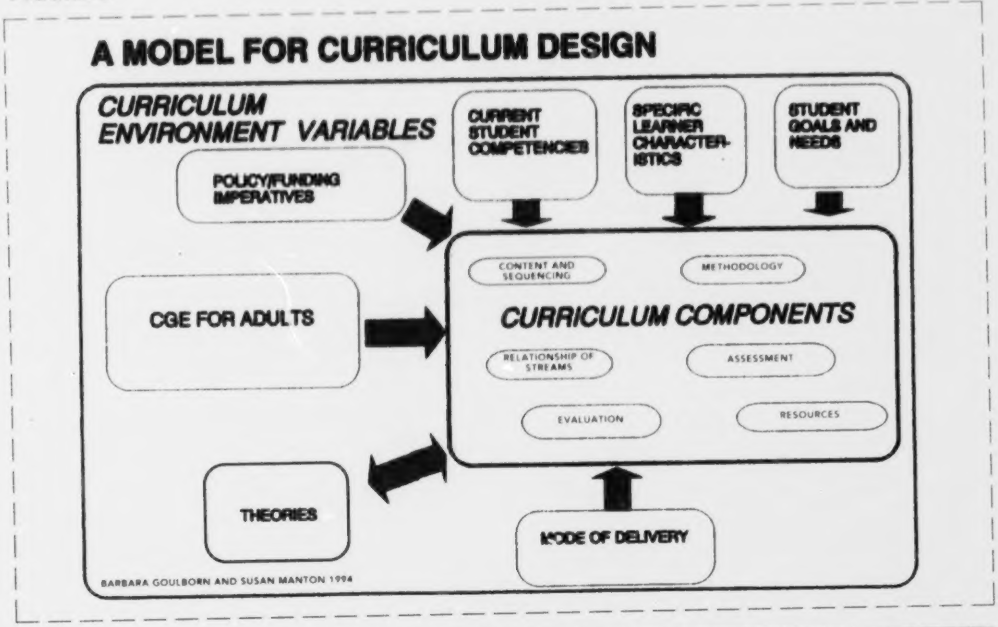
The *CGE for Adults* is the first state-accredited basic education curriculum framework in Victoria, and for the first time practitioners (a growing population) are universally attempting to work together, as a field, towards common ends. Especially because there is an indication that funding may be tied to use of accredited curriculum, practitioners have become very conscious of their classroom practice in relation to the accredited competency-based curriculum, rather than solely being concerned with the personal needs of their students. Although this has meant extra work, and much time spent in the process of debate around issues and problems arising from new processes such as competency-based assessment of language, it has certainly led to a greater level of consciousness and reflection on curriculum, which is certainly a first step towards improving practice in the long term.

THE PROJECT'S CONCEPT OF CURRICULUM

The definition of curriculum that we have arrived at for the purposes of this Oracy Project is illustrated in the following diagram (Figure 5).

This project sees curriculum as all the components of the teaching/learning situation: not an isolated bundle of teacher-learner arrangements but a dynamic and changing interaction of inextricably linked variables. While not denying that the move towards accredited curriculum documents has the potential to generate a top-down, centralised, rigid approach to curriculum, we would argue that this need not be the case if the curriculum is designed with a balance of the range of impacting factors, rather than being solely driven by, for example, competency statements alone.

FIGURE 5


A MODEL FOR CURRICULUM DESIGN
CURRICULUM ENVIRONMENT VARIABLES
CURRENT STUDENT COMPETENCIES
SPECIFIC LEARNER CHARACTERISTICS
STUDENT GOALS AND NEEDS
POLICY/FUNDING IMPERATIVES
CONTENT AND SEQUENCING
METHODOLOGY
CGE FOR ADULTS
CURRICULUM COMPONENTS
RELATIONSHIP OF STREAMS
ASSESSMENT
EVALUATION
RESOURCES
THEORIES
MODE OF DELIVERY

BARBARA GOULBORN AND SUSAN MANTON 1994

This project is concerned with **course curriculum**: what actually occurs in the teaching-learning situation. Sometimes this is referred to as syllabus. In the context of the *CGE for Adults* Oracy stream, we see the ***'curriculum components'*** of any course or program as:

- content and sequencing
- methodology
- relationship of streams
- assessment
- evaluation
- materials/resources

These components are not static, but are a product of the interaction of several ***'curriculum environment variables'***:

- policy and funding imperatives
- the VAELLNAF/CGE for Adults documents and competencies
- theories
- mode of delivery
- current student competencies
- specific learner characteristics and
- student goals and needs

These *'curriculum environment variables'* (see small boxes in Figure 1) will each be described in more detail. They will be followed by examples of how they can be applied to two 'case studies'. The *'curriculum components'* (see the contents of the large box in Figure 1) will then be described in more detail as they relate to the *CGE for Adults*.

THE CURRICULUM VARIABLES IN DETAIL

POLICY AND FUNDING IMPERATIVES

The body funding an institution or course (for example, the State Government, DEET, a private company), may stipulate the sort of outcomes they want from a course or program. They might also as recommend the mode of delivery, student pathways into further courses or employment, the characteristics of participating students and other things impacting on the curriculum. Sometimes, in the light of reality, these stipulations may need to be modified, however to ignore them could mean future funding is cut!

THE VAELLNAF/CGE FOR ADULTS

Competencies themselves are only one part of the curriculum process, and should never drive the curriculum. In the *CGE for Adults* Oral Communication Stream each element consists of only one type of speaking activity representing each of the four domains (Personal Expression, Practical Purposes, Knowledge and Public Debate). These are generally the types of activity which are easier to assess. But other types should certainly be included in the curriculum if it is to be comprehensive. For example, in the Knowledge domain, acquiring knowledge through listening to spoken texts is not put forward as an area to assess, yet it is a very significant feature of oral/aural competence, and as such should be included in the curriculum.

Especially because at this stage the Oral Communication competencies have not been trialled, the conscientious practitioner should, in the course of their curriculum design and teaching, informally trial and critique the curriculum documents, making recommendations for possible changes to both the accredited curriculum and its implementation.

> *'Let us ...consider what is involved if we take a somewhat narrow view of curriculum, regarding it as a set of documents for implementation........ The first task which confronts the practitioner in such a situation is that of interpreting the 'curriculum' as text. (As was intimated previously,) an interpretive view of textual analysis would deny the authority of the document to impose its own meaning. Such a view implies that the practitioner has not only the right, but also the obligation, to make his/her own meaning of the text. In fact, since it is the practitioner who knows the situation in which the provisions of the text are to be applied, it places an obligation upon him/her to do so. This is similar to the obligation which is placed upon the magistrate with respect to the application of the law. If practitioners take seriously their obligations to regard the interpretations of the curriculum texts as a practical action, that is, one which engages judgement, they will also take seriously the status of their students as learning subjects, not objects in the curriculum event.' (Grundy, 1987: 69)*

An example of this type of interpretation might be the 'and, but and so' phenomenon. Because 'and, but and so' are mentioned in one of the performance criteria, some teachers have been 'failing' students if they do not actually say each of these words. In fact it is the **rationale** of *'and, but and so'* which needs to be looked for when assessing a student: in other words, longer utterances with linked clauses. Treating the performance criteria as high court rulings rather than interpreting them is not in keeping with the spirit of assessment and moderation of performance. The flexible approach to competency-based assessment recommended in the 1994 DEET publication *'Assessment Practical Guide'* by David Rumsey is especially relevant in the complex task of language assessment.

THEORIES

Theories of language acquisition and learning **inform** our practice as teachers, but they are also **derived from, and confirm** our classroom practice (notice the arrow in Figure 1 is double headed, indicating this 2-way process). The theories which inform our curriculum design are determined by our beliefs and values. An example of this is that a bilingual, long-term Australian resident could be on the receiving end of very different types of curriculum depending on whether they are placed in an ALBE or an ESL class. In addition to beliefs and values informing curriculum, a pragmatism about 'what works' - hypothesis testing in the classroom - is also pertinent. This dynamic view of theory is often referred to as praxis, or critical action.

MODE OF DELIVERY

The mode of delivery of a course (whether it is delivered to, for example, a group of people from the local community in a College, to a set of individuals communicating by teleconference and fax, or to individuals in an Independent Learning Centre or custodial setting), will influence the curriculum in different ways, especially in terms of presentation of learning activities. Students in a prison may frequently be moved around the system and therefore require 'portable' learning activities and a day-by-day progress report that is equally portable. Independent Learning Centre curriculum has to cater for the general needs of all possible participants while allowing some flexibility for individual needs, yet it must do this without the same kind of continuous classroom teacher input that is part of a regular classroom setting .

CURRENT STUDENT COMPETENCIES

What a student is already able to do within the areas of spoken and written English, plus their learning capacity and motivation, all affect curriculum content and teaching methodology. The student's current 'world knowledge' and experience are also of significance, as is their knowledge of the subject area, where relevant. Although initial interviewing can provide a picture of a student's current competence, frequently a clearer picture will emerge as the course progresses. This is a reason for a certain degree of flexibility in the classroom curriculum as the student's real capabilities, experience and knowledge unfolds.

SPECIFIC LEARNER CHARACTERISTICS

Apart from a student's current competencies, there are specific individual characteristics that may affect learning, for example: educational background and attitude to learning; the voluntariness of being in a class; language and cultural background; physical, intellectual or psychiatric disabilities which may affect learning; time available for learning outside classroom hours; geographical isolation; access to learning resources such as libraries and information technology; confidence levels and the individual's willingness to take risks in learning. If, for example, a group of students has low levels of self confidence, then a positive move to build up confidence must be built into the curriculum, or teaching/learning could well prove ineffective.

STUDENTS' GOALS AND NEEDS

Different emphases are required in the curriculum depending on the students' goals and needs. They may wish to get a job or gain promotion, to move on to further studies, to operate more effectively in church, community or political groups or work teams, to achieve personal goals such as being able to talk to their grandchildren in English or to increase confidence generally. In larger educational institutions it may be possible to group students according to these goals, for example, by setting up a 'Return to Study' class, but smaller providers are likely to have a mix of goals and needs within the one class. Both of these scenarios require different approaches to class content and methodology.

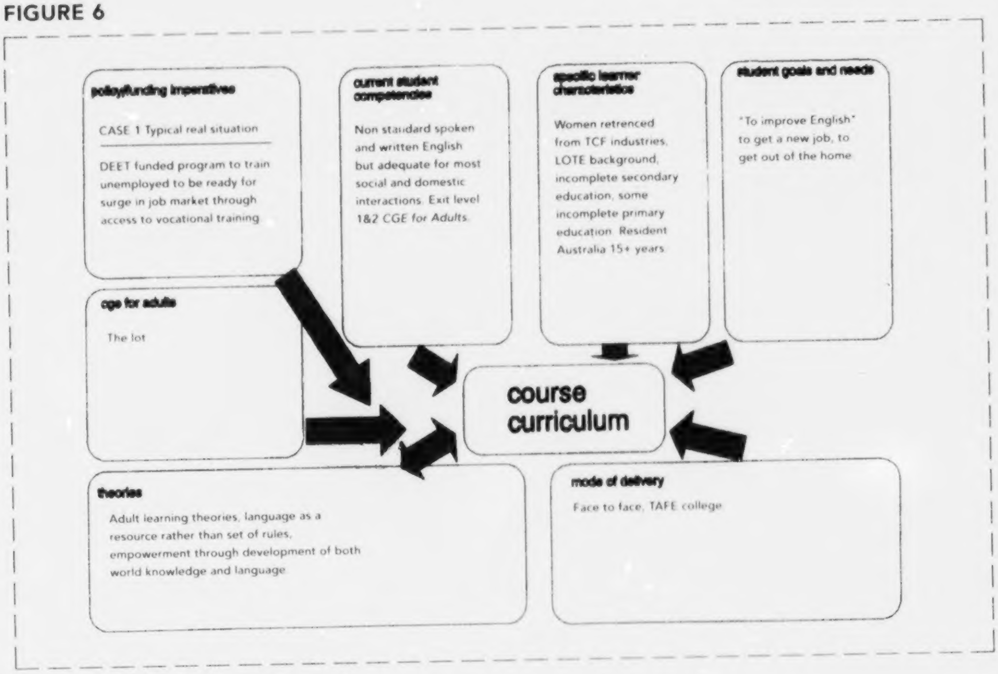
GETTING A BALANCE IN CURRICULUM DESIGN

All the components in our model of curriculum design are complementary in terms of the overall effectiveness of a program. If policy imperatives are ignored, it is likely that funding for a course would not be renewed; if specific student needs and goals are ignored, lack of engagement and interest (that form a prerequisite of learning) could prevent policy imperatives from being realised. A balance between the public and the personal are essential features of good practice in curriculum.

Competency based curriculum documents always specify learning outcomes. Except sometimes in the form of sample activities, they rarely detail how the specified outcomes are to be achieved, only what constitutes evidence of these outcomes and the conditions in which competence should be assessed. This means that input to the teaching-learning situation must include a lot more than just the competency statements. The environment of the curriculum is made up of many other variables which, as they change, will result in different kinds of curriculum. This is exemplified in Figures 6 and 7 which show one case study with which we are familiar (Case 1) and one which is constructed for the purpose of demonstrating that this model can be applied to any situation (Case 2).

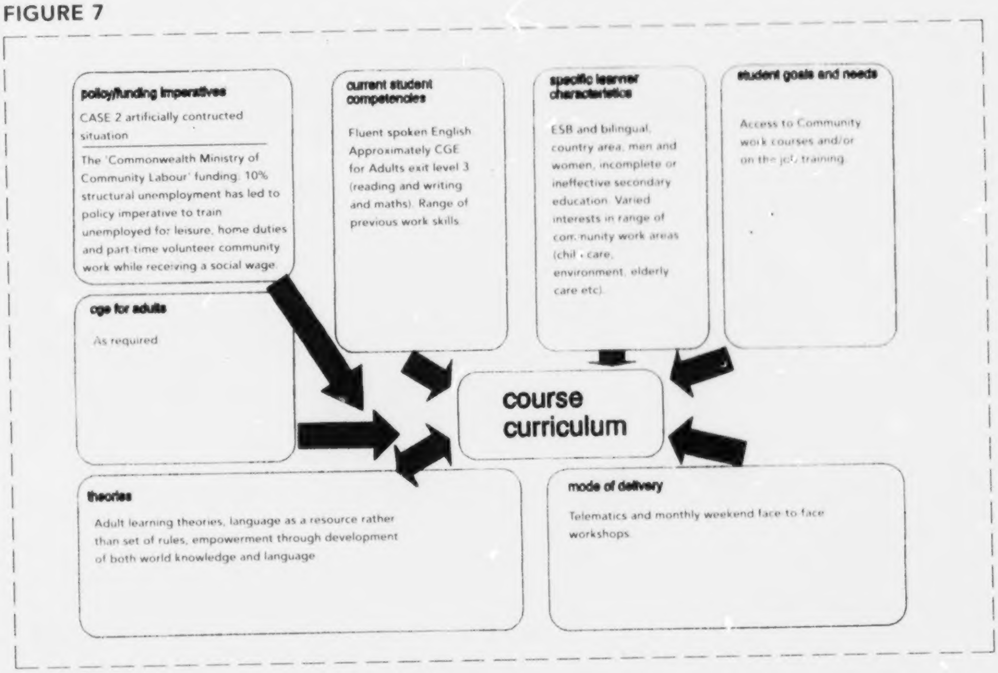
TWO CASE STUDIES: APPLICATION OF CURRICULUM MODEL

FIGURE 6


policy/funding imperatives
CASE 1 Typical real situation
DEET funded program to train unemployed to be ready for surge in job market through access to vocational training
current student competencies
Non standard spoken and written English but adequate for most social and domestic interactions. Exit level 1&2 CGE for Adults.
specific learner characteristics
Women retrenced from TCF industries, LOTE background, incomplete secondary education, some incomplete primary education. Resident Australia 15+ years.
student goals and needs
"To improve English" to get a new job, to get out of the home
cge for adults
The lot
course curriculum
theories
Adult learning theories, language as a resource rather than set of rules, empowerment through development of both world knowledge and language
mode of delivery
Face to face, TAFE college

(See Activity 1 at end of this chapter)

FIGURE 7


policy/funding imperatives
CASE 2 artificially contructed situation
The 'Commonwealth Ministry of Community Labour' funding. 10% structural unemployment has led to policy imperative to train unemployed for leisure, home duties and part-time volunteer community work while receiving a social wage.
current student competencies
Fluent spoken English. Approximately CGE for Adults exit level 3 (reading and writing and maths). Range of previous work skills.
specific learner characteristics
ESB and bilingual, country area, men and women, incomplete or ineffective secondary education. Varied interests in range of community work areas (child care, environment, elderly care etc).
student goals and needs
Access to Community work courses and/or on the job training.
cge for adults
As required
course curriculum
theories
Adult learning theories, language as a resource rather than set of rules, empowerment through development of both world knowledge and language
mode of delivery
Telematics and monthly weekend face to face workshops.

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THE CURRICULUM COMPONENTS IN DETAIL

CONTENT AND SEQUENCING

Basic Education Curriculum

Basic education curriculum content must always be underpinned by the fact that students have an incomplete school education. To point this out might seem like a harking back to the days of deficit models of adult basic education, however it is intended to distinguish adult basic education students, and their specific (though diverse) needs, from students who have completed their education, and who therefore have very different needs. Examples of this might be the NESB student with a tertiary education who has spelling problems, or the ESB student who has completed their school education but who requires development of writing skills for specific (usually vocational) purposes. This project would like to make this distinction. The needs of these students should of course be addressed, but not within a basic education curriculum. The *CGE for Adults* was developed for the particular needs of 'adults with incomplete secondary education' (ACFED, 1993: 5)

'Knowledge' Content of Curriculum: Reading the World

What are the specific content requirements of curriculum for basic education students? Although most basic education students decide to attend a class for the purposes of developing their written and spoken language, since the 1970's approaches to basic education curriculum have seen 'reading the world' playing as big a role as 'reading the word' (Freire and Macedo, 1987: 29). Students who have not completed their school education, despite a wealth of lifetime experience and knowledge often have gaps in their general knowledge and can be unacquainted with some of the 'powerful discourses' in society. Undeveloped capacity to read fluently can mean lack of familiarity with information and concepts accessed through the printed word. This is not to undervalue oral culture nor the student's competencies that are unrelated to the print mode, but to point out that in our society certain kinds of literacy and oracy are 'powerful' and most students come to basic education classes wanting to gain access to these forms. However many students (and back-to-basics politicians) misguidedly believe that it's just a case of fixing up the coding skills and all will be well. But coding is a small part of 'accessing powerful discourses', of being literate or orate. As well as *learning language* and *learning about language*, a basic education curriculum has to encapsulate *learning through language*.

> *The CGE for Adults was developed for the particular needs of 'adults with incomplete secondary education'*

Learning through Language

The *CGE for Adults* was designed so that content or knowledge appropriate to a group's particular needs could be included. Practical Purposes could be addressed through content related to, for example, the workplace or the home, (instructions on mixing chemicals to tomato sauce recipes!) depending on the interests and requirements of the students. Although some have criticised the lack of 'knowledge' content in the *CGE for Adults*, the absence of prescriptive subject content could be seen as a strength as students learn better when content acknowledges their real needs and interests.

'Reading the world' can be enhanced by inclusion of content such as the study of Australian society and history, law and politics, the economy, understanding how bureaucracies work (or don't work!), social security issues, health, basic science, world geography, the media, to name a few. Examples of resources that address this kind of content are *The World of Work* (McCormack, 1992) and *Legal Action* (Phillips and McQueen, 1993). Basic education curriculum should enable students to *learn through language*. As reading writing, oracy and numeracy skills are developed, students should be given access to knowledge about the world through relevant content matter.

Content Predetermined by Context

Depending on the funding source of a program, and its institutional context, the content could be predetermined to some extent. For example, in a program funded by DEET to enable students to access employment, content necessarily has to address this purpose. Likewise a workplace basic education program. Within this kind of constraint, a little creativity on the part of the teacher, can make the curriculum appropriate to the student's real needs and interests as well as addressing funding requirements. One example of this might be a program addressing job-skills which helps the students pass their driver's learning permit test: a personal need as well as a labour market need is acknowledged in one area of content - a language need (reading the Book of the Road) as well as a real-life need, driving a car.

Language Content of Curriculum

The *National Framework of Adult English Language, Literacy and Numeracy Competence* (ACTRAC, 1994) sees all language, literacy and numeracy emanating from social activities and therefore advises curriculum content be determined by examining the current and future needs of students in relation to social activities in personal, work and educational arenas. This way of determining language content of a curriculum is more in keeping with current theories of adult language education than those which see some kind of rigid sequencing of 'nuts and bolts' of language preceding real language use. Having students keep a 'language log' is one way of noting current real-life needs. (See Chapter 2, Activity 4: Listening Logs.)

Changes in ways language is used are also worth addressing in the curriculum. Answering machines, mobile phones and the increasing pressure to 'market oneself', be assertive and communicate in new ways in the workplace (such as in 'Quality' team meetings) all have to be acknowledged.

Knowledge about language is yet another area of curriculum content. Awareness of variability of register according to the situation and purposes of a communication is a way of demystifying 'powerful discourses'.

Sequencing

To some extent the *CGE for Adults* levels (Modules 1 to 4) dictate a sequencing according to greater degrees of 'communicative stress' or difficulty of task or text (Brown and Yule, 1983b). Other ways of sequencing content should also be recognised. Content should move from the known to the unknown, the concrete to the familiar. Movement across the 'domains' of the *CGE for Adults*, from Self Expression to Public Debate (from private to public) also takes this direction. The topic of understanding the economy might begin with personal experiences of retrenchment and organisation of domestic finances and then move to a broader perspective of national or global economies, for example.

Within a lesson, the learning cycle of reflecting on what is known, learning something new, extending and applying the new skills/knowledge then reflecting on the process is a well-tried format which provides a structure for sequencing content.

METHODOLOGY

'Methodology can be characterised as the activities, tasks, and learning experiences selected by the teacher in order to achieve learning, and how these are used within the teaching/learning process. These activities are justified according to the objectives the teacher has set out to accomplish and the content he or she has set out to teach. They also relate to the philosophy of the program, to the view of language and language learning that the program embodies, and to the roles of teachers, learners, and instructional materials in the program.' (Richards, 1990: 11)

The oral competencies reflect the nine educational principles and the organisational and design principles on which the Reading and Writing Competence Statements are based (ACFED, 1993: 132, 148-153). 'Oracies' are based on the 'particular social purposes they serve within contemporary social life'. 'Whole language' and 'Communicative Language Teaching' approaches reflect this functional model of language. Texts are considered as wholes rather than as individual words and sentences in isolation. Meanings are made in conjunction with other people, using real language for authentic purposes. (Derewianka, 1990, Chapter 1)

Searches for the 'right method' of language teaching have proved inconclusive, 'no single prescribed set of procedures can be valid for all learners, all situations and all teachers' (Littlewood, 1992: 2) However, teachers' understanding of the nature of language and the specific aspects of language proficiency that the program sets out to teach need to be supplemented by beliefs and understandings about how such proficiency is achieved, for example, how people acquire conversational skills, or learn a second language. Are these beliefs and theories divergent or relevant to the particular program? (Richards, 1990: 12)

> *Searches for the 'right method' of language teaching have proved inconclusive, 'no single prescribed set of procedures can be valid for all learners, all situations and all teachers' (Littlewood, 1992: 2)*

In addition to teachers' general approach and philosophy, it is important to consider assumptions about roles of teachers and learners, the kind of learning activities and instructional materials chosen and how they are used:

- How do teachers view their role in the learning process, and what sort of teacher-learner interactions do they prefer?
- What is the learner's role in the process? Is it passive or active? What is the extent of consultation? Is there a conflict between the teacher's and learner's view of the process?
- What principal kinds of activities, tasks, and learning experiences will the program make use of and what criteria will be used to select them?
- What role will instructional materials play? Will they be adopted, adapted, or specially prepared for the program?

Given the principles underlying the *CGE for Adults*, it can be assumed that appropriate methodology will involve learners in tasks which have purposes which are relevant to and understood by them, which draw on the language they know, and require them to use it. Relevance can be of different kinds. There is the relevance of 'authentic tasks' as preparation for the outside world, but there is also a deeper relevance of using language to express meanings that are important to the learner and rooted in their personality. Transferability is enhanced when learners engage their minds with language and internalise resources in such a way as to use them later in different contexts. (Littlewood, 1992: 100) *The English Language Framework* P-10 (Ministry of Education, Victoria, 1988: 21) recommends the following ways of using oral language:

- exploring ideas, brainstorming in a group
- arguing, debating, negotiating
- listening in formal situations such as meetings, speeches, debates
- participating in performances including drama, improvisation, role play, poetry readings, choral verse, story telling
- undertaking formal tasks such as interviews, announcements, oral reports, introductions, votes of thanks, impromptu speeches, reading aloud
- working with media such as films, videos, tapes and records
- experiencing the links between oral and written language such as sharing books and undertaking cloze activities in groups

Articles by Liz Suda and Philip McIntyre in the (forthcoming) OTFE/ACFED Reading and Writing Curriculum Project: *Writing our Practice* give detailed examples of different approaches to developing oral language and analyse how classroom oral language use relates to other aspects of learning.

Bygate (1987) also examines a range of interaction activities in Part Two. Chapters 4 and 5 of this publication also deal with methodology in relation to classroom practice.

RELATIONSHIP OF STREAMS

	STREAMS			
LEVEL 4	READING & WRITING	ORAL COMMUNICATION	NUMERICAL & MATHEMATICAL CONCEPTS	GENERAL CURRICULUM OPTIONS
LEVEL 3	READING & WRITING	ORAL COMMUNICATION	NUMERICAL & MATHEMATICAL CONCEPTS	GENERAL CURRICULUM OPTIONS
LEVEL 2	READING & WRITING	ORAL COMMUNICATION	NUMERICAL & MATHEMATICAL CONCEPTS	GENERAL CURRICULUM OPTIONS
LEVEL 1	READING & WRITING	ORAL COMMUNICATION	NUMERICAL & MATHEMATICAL CONCEPTS	GENERAL CURRICULUM OPTIONS

The table above shows the four streams of the *CGE for Adults:* Reading and Writing, Oral Communication, Numerical and Mathematical Concepts and General Curriculum Options. There has been some debate surrounding how connected the delivery of the streams should be, although the picture gained from our survey (Chapter 5) would indicate that integration rather than separation is the rule.

What is the basis on which decisions regarding interrelatedness of the streams are made?

Beliefs and Understandings

Because the streams are written as separate modules, a literal interpretation might lead some to believe that they should each be taught separately 'because it says so'. This is the 'fundamentalist approach' to the *CGE for Adults* which would see the document as sacred and 'the (immutable) word' rather than the 'hermeneutic approach' which originated in biblical interpretations.

A belief in the interconnectedness of language and the need for content-based ALBE: the purposeful use of whole texts for general education would support an **integration** of at least the streams of Reading and Writing and Oral Communication. (Some programs would also integrate the other two streams within the whole.) Theories of language developed since the late 1960's have emphasised the significance of 'talking in order to read': talking meaning into texts, and also have acknowledged that written texts are surrounded by oral language. This interrelatedness is apparent in the concept of 'writing to talk': some oral genres reflect written genres (e.g. presentation) in a society in which public Standard language is based on the written form.

Organisational Constraints

Efficiency

A desire for *efficiency* has often led to a combination of various streams because there would be no time to cover them otherwise (e.g. General Curriculum Options is incorporated as communicative teaching methodology). In some cases, streams are separated on the timetable for convenience - to show all are covered and to give teachers prime responsibility - however, this kind of separation is not hard and fast because it is not based on dogma, so 'leakage' frequently occurs.

Motivation

Motivation of students is encouraged by their enrolment in electives out of interest in a particular subject in which they cover speaking, reading and writing skills at the same time.

Mode of delivery

Whether students attend classes part-time or full-time may affect the degree of integration or range of streams on offer. Teleconference delivery necessitates integration whereas when *CGE for Adults* is delivered as part of vocational courses, separation of streams might seem more useful.

ASSESSMENT

All teachers are familiar with the informal, continuous assessment that takes place in which dialogue and observation concerning progress is integral to the process of learning. The teacher, usually in consultation with the student, is always noting what the student can currently do and what is currently problematic, then from this diagnosis works out what is required to take move further along the learning pathway from current strengths to new ones, to meet both individual and program goals.

This informal assessment of students' performance takes place all the time, consciously and unconsciously, in every classroom, but, because the *CGE for Adults* is an accredited curriculum, students are usually assessed in order to receive a credential. This means that assessment must relate to the curriculum document elements, performance criteria, range and conditions and that moderation between and within providers must take place to ensure consistency.

What is Competency-based Assessment?

> *All of us have a need to assess our daily activities, or those of others. We will check and decide whether these activities, or the outcomes of these activities, meet the requirements of a set of criteria. (Rumsey, 1994: 2)*

This everyday definition of assessment is not far-removed from competency-based assessment, in which evidence of a students knowledge and/or skills are measured against specific criteria. A student is deemed competent when the evidence matches the criteria. The student may well be assessed as competent without any teaching taking place, for example a native speaker of English is most likely to meet the performance criteria of Self Expression in the *CGE for Adults* Oral Communication module with no teaching whatsoever. The main difference between competency-based assessment and traditional assessment is that 'time served' in a class is not necessarily relevant: it is what the student actually knows and can actually do that is the basis of competence.

How to Assess

The teacher has to make a judgement on whether the student is able to meet the specified *performance criteria* of an *element*. It is the teacher's responsibility to ensure that students are given the opportunity to learn the specified knowledge and skills *and* that they are given many opportunities to demonstrate that they have achieved the prescribed level of competence. Evidence can be gathered in many different ways. It could be organised into a portfolio of evidence of previous achievements, it could be in the form of a specified assessment task or project, it could be documented on a simple checklist or it could be collected through an observation of a real-life activity. A combination of these methods can also be used. Ideally, the assessment process is built into pedagogy, and not an add-on.

> *Whatever the forms of evidence being used in an assessment process, it should be judged against four key questions:*
>
> *Is the evidence valid?*
>
> *Is the evidence reliable?*
>
> *Is the evidence authentic?*
>
> *Is the evidence sufficient? (Rumsey, 1994: 9)*

Having collected the evidence, the teacher must then make a decision as to whether it meets the competency expressed in the *element and performance criteria*. This judgement, as well as the design of appropriate forms of evidence gathering such as assessment tasks, involves a good knowledge of the *CGE for Adults* competencies as well as participation in constant moderation activities both formal and informal. Informal moderation can mean, for example, a chat in the office between teachers comparing the sorts of assessment tasks they are using. Formal moderation in relation to the *CGE for Adults* is described in an ACFED publication (Purdey, 1994). The assessor must be quite clear about what is being assessed, always collect evidence of competence from activities and/or tasks that relate to the specified competencies, and ensure that the evidence demonstrates that the performance criteria have been met. Validity and reliability are the keys to fair and equitable assessment.

A well-organised system of assessment and recording is another essential. There is every reason why students should be involved in the system of collection of assessment data, for example, keeping their own portfolios of work.

How Many Times?

A question that is frequently discussed is how many times a student must show evidence. According to a DEET publication dealing with competency-based assessment:

> *There are no hard and fast rules about how much evidence is required to make an effective assessment of competence or what methods should be used to gather that evidence..... To judge that someone is competent on only one piece of evidence would be very risky indeed and certainly undesirable..... Usually, a small number of pieces of evidence are needed to confirm each performance requirement. The exact number may need to be adjusted based on practical experience. (Rumsey, 1994: 15)*

Flexibility and Fairness

Although competency-based assessment for a credential must be rigorous and consistent, this does not mean it has to be rigid. Some *CGE for Adults* practitioners have equated the introduction of competency-based assessment with the imposition of an orthodox religion, awaiting 'Vatican rulings' on the fine details of the performance criteria, and pronouncing a 'fatwah' on those whose interpretations of the 'holy text' have been flexible in order to accommodate a range of contexts of learning and language. This project would prefer to take the 'Toyota continuous improvement' approach, in which workers are encouraged to stop the line when there is a problem. The end product will be a better one through ongoing problem-solving by those closest to the production line.

> *As far as possible within the resources available and cost constraints, sufficient choice should be available to candidates to enable them to be provided with the form of assessment that matches their particular personal situation, Rumsey, 1994: 20)*

Fairness is all-important. Students should be well informed about the process of assessment. Assessment tasks should be designed in such a way that they do not disadvantage any students. Guidelines on cultural inclusiveness of curriculum could be used here (DETAFE, Western Australia, 1990).

> *Although competency-based assessment for a credential must be rigorous and consistent, this does not mean it has to be rigid.*

Assessment of Oracy

There are specific problems in relation to assessing spoken language.

1 If design of the assessment task involves an artificially contrived situation such as role play, the assessment task may then be assessing role play (acting skills) rather than oral performance specified in the competencies. This is especially a problem in the Self Expression domain. This is best assessed (if it is really necessary to assess this) in a real-life situation such as on an excursion or in the college cafeteria. The assessment of casual conversation is a controversial issue as subjectivity is paramount: personality and cultural traits as well as the decision to stay silent could cause a student to be assessed as not competent.

2 Some kind of recording of performance is required as evidence of competency, but the introduction of video or audio recording devices into a speech situation immediately changes the nature of the performance or interaction. This project would advise that unless the speech situation naturally involves this kind of equipment (e.g. a radio performance or the making of film or video for a particular purpose) the principle of fairness is being breached. Written records are usually more appropriate, although the use of audio and video recording in the learning process (rather than for assessment purposes) may be of much use if sensitivity prevails. It must always be remembered, too, that ethical considerations should come into play in the use of audio/visual recordings of student talk. Was permission for recording fairly requested and given? Who is the owner of the recording? How will it be used?

3 The product of speaking is messy compared with the final product of written language (see Chapter 2 of this publication, also Halliday, 1985: 100). The assessor must not confuse the polished finished product (close to written language) required in for example, speeches with the requirements of other less formal speech situations. An example of this is that many *CGE for Adults* practitioners are not understanding the meaning of 'turn taking' in the competencies. This does not mean politely taking your turn (as if in a queue!). It is a linguistic term which refers to 'the process of exchanging the role of speaker in a conversation' Bygate (1987:117). Bygate provides a range of familiarisation activities and Brown and Yule (1983b) discuss the subject comprehensively. In real life turn taking always means interruptions and overlaps, so assessors should not be requiring some kind of unnatural or perhaps anglo-saxon bourgeois politeness!

4 Because spoken language involves more than one person, the process of assessment is much more complex than that of written language. If the teacher is checking that the speaker is able to be understood by the listener, then the fact that the language and cognitive skills of the listener affect the interaction must be taken into consideration. Is the student explaining how to use a computer program to someone who already can use other programs, or is the listener a complete computer novice? (See Activity 2 at end of chapter)

EVALUATION

> *'Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure or objective, or the potential utility of alternative approaches designed to attain certain specific objectives.' (Worthen and Sanders, 1973: 19 quoted by Richards, 1990: 17)*

Evaluation processes apply to all phases of program development.

Evaluation processes apply to all phases of program development. Rather than just describing or reporting on a program, the aim should be improvement. The effectiveness of a program must be judged: are the goals and objectives of the program actually being achieved? How are they being achieved? Evaluation, like assessment, can be summative or formative.

Summative evaluation is carried out to find out if the program is effective in attaining the goals it was intended to achieve. This kind of evaluation might affect decisions regarding the continuation or modification of a program. To make this kind of evaluation, learners' achievements are judged against what the program set out to achieve. Students' post-course competencies are compared with the ones they had on entering the program.

This can be done through the process of interviewing graduates and drop-outs of the course as well as others concerned with the course outcomes such as teachers, employers and those who have contact with the program participants. This kind of evaluation can take place over several years if necessary.

Formative evaluation also aims to measure the efficiency and acceptability of the program, but it takes place during the course of the program. It can address how the program is being conducted through subjective and informal data from, for example, questionnaires and observation. It can also examine what is taking place on the course in terms of appropriateness of objectives; teachers' competence; usefulness of curriculum content; texts and materials; the effectiveness of scheduling and organisation. (Richards, 1990). Evaluation must always consider all the stakeholders: students, teachers, institution, funding body etc.

RESOURCES

Choice of resources, like choice of methodologies, reflects beliefs and understandings about the nature of language, language development and how successful learning happens. If language is seen as a resource rather than as a set of rules then teaching/learning resources related to *language in use* rather than *language structure* will be selected or designed by the teacher. Learning theories always stress that aspects of pedagogy should be meaningful and motivating for the students if effective learning is to occur.

The understanding that language is a resource is likely to lead to the teaching purpose being focused on exploration and analysis of real-life language in order to develop greater capacity to use it in a wider range of contexts for an increasingly greater number of purposes. Combined with the need to interest and motivate students, resources could start with language in immediately familiar contexts then move the less known. This development is indicated in the *CGE for Adults* levels.

> *Choice of resources, like choice of methodologies, reflects beliefs and understandings about the nature of language, language development and how successful learning happens.*

Audio recordings of students' own language, radio and TV shows, newspaper articles and students' oral reports of local events all make suitable starting points. Research done by students through reading texts, observation or interview also provide suitable subject matter for development of oracy. Stimuli used in the development of written texts can also initiate spoken communication. In-house or visiting guest speakers, story-tellers or reporters-on-events could also be introduced into the classroom as human resources for speaking and listening (as well as written) activities.

Despite published resources specifically for the teaching of oracy being few, there are several outstandingly useful ones, e.g. McRoberts (1986), Doughty et al. (1971). Where appropriate, resources developed for ESL teaching and for Communication Skills could also be utilised. For example: Ur (1981), Bygate (1987) and Eunson (1994).

The ABC market tape recordings of many of their regular Radio National programs which can make interesting material for active listening activities and as input to discussion. Some spoken texts, especially those of documentary programs, can use language registers close to written registers, making them more difficult to access than 'chat-like' shows. This level of difficulty, as well as familiarity with the subject matter should indicate suitability for a particular level of competence.

OTHER ESSENTIALS IN CURRICULUM DESIGN

As well as the variables specific to a learning situation, there are also some general principles which should be considered in curriculum design. They are especially relevant to choices in methodology, content, materials, assessment and sequencing of learning.

- relevance to individual and societal needs
- motivation and interest of students
- equity and redress of disadvantage
- use, and demystification of, theory in practice
- learning how to learn
- encouragement of risk-taking and independence
- building group cohesion and support in the classroom
- development of thinking skills
- development of world knowledge
- achievement of long term goals/articulation/linkage
- growth in cross-cultural understanding
- development of self esteem and confidence

(See Activity 3 at end of this chapter)

CURRICULUM AS A CULTURAL CONSTRUCT

'Every educational practice implies a concept of man (sic) and the world' (Freire, 1972, in Grundy, 1987: 5)

Curriculum is never value-free, even though the underlying values may not have been made explicit. It is a cultural construct. A society's values and beliefs about what is good and bad and how people should live and behave are reflected in every curriculum practice.

The dominant values of a particular society at a particular time which are reflected in funding initiatives or a curriculum document may not coincide with the values of the curriculum designer or teacher. How can these conflicting values be reconciled? Is there some notion of 'common good' or 'community interest' that could override conflicts of values? No single publication is able to, nor should, provide the answers to these questions. However, the questions should be asked, continually.

A society's values and beliefs about what is good and bad and how people should live and behave are reflected in every curriculum practice.

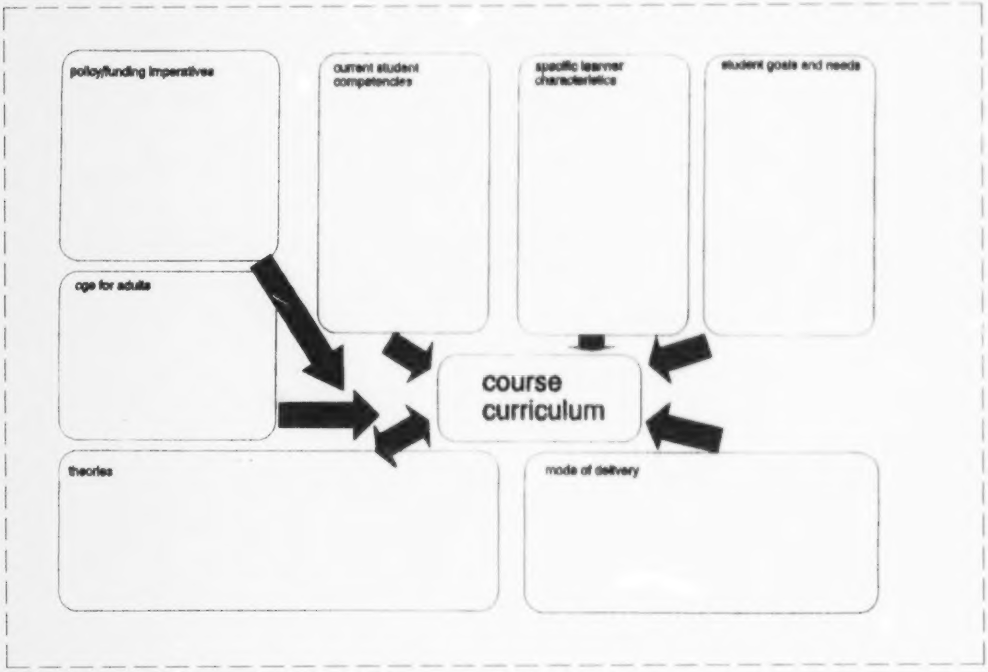
Curriculum variables specified earlier (Fig 5) reflect dominant social values which are not always explicit. An awareness of the often unspoken, intangible elements that are the essence of teaching and learning can only be arrived at through the process of analysing curriculum in terms of the variables (such as current Government policy on employment and its related funding initiatives) that determine and change curriculum. The curriculum is always a product of the interaction of these variables.

Activities

ACTIVITY 1

THE CURRICULUM VARIABLES: APPLICATION

This activity allows you to apply the model for developing curriculum shown in Figure 5, and the two examples in Figure 6, to your own situation. Use the blank proforma below, identifying the details of a class which you teach or manage.


policy/funding imperatives
current student competencies
specific learner characteristics
student goals and needs
cge for adults
course curriculum
theories
mode of delivery

ACTIVITY 2

ASSESSMENT

(If you are not in a workshop situation, you may use this activity as a stimulus for personal reflection on assessment)

A What are the challenges of assessing oracy in general ? Discuss this question in groups of three, with one person note taking on the given proforma. The WHO, WHAT etc. boxes are given as cues: only use them if they help guide your discussion! Groups will report back to whole workshop to identify common issues.

B What are the specific challenges of assessing Oracy in the *CGE for Adults?* As individuals, identify two or three of the most pressing challenges and document these on the proforma. Individuals will report back to the whole workshop. Items will be noted on whiteboard, then five of these will be nominated for discussion by the whole group in terms of providing solutions (long- and short-term). The discussion on each item will have a time-limit if required.

ASSESSMENT ACTIVITY 2A

What are the challenges of assessing oracy in general?

WHO • assesses? • is assessed? • establishes the criteria?	
WHAT • to assess? • to look for?	
WHERE • Should assessment take place? (class, real life:...)	
WHEN • Should assessment take place? (ongoing, towards end of course.....)	
HOW • does assessment relate to the curriculum? to record? to moderate /verify?	
WHY assess?	
WHAT ELSE?	

ASSESSMENT ACTIVITY 2B

The specific challenges of assessing CGEA oracy	**The solutions**

ACTIVITY 3

CURRICULUM ESSENTIALS

Think of how these essential components of curriculum can be incorporated into ORACY teaching/learning practice: (CONTENT, METHODS ETC.)

- inclusion of all students e.g. Be aware of language and other needs of all students; ensure opportunities are given for all to participate.
- relevance to individual and societal needs
- motivation and interest of students
- equity and redress of disadvantage
- use, and demystification of, theory in practice
- learning how to learn
- encouragement of risk-taking and independence
- building group cohesion and support in classroom
- development of thinking skills
- development of world knowledge
- achievement of long term goals/articulation/linkage
- growth in cross-cultural understanding
- development of self esteem and confidence

other considerations..........

Chapter 4

Putting It All Together: Classroom Planning

NOT ANOTHER RECIPE BOOK

The Four Step Curriculum Design Model
Step 1: Broad Content Areas
Step 2: Knowledge and Skills
Step 3: Activities
Step 4: Procedures

CURRICULUM TAKEAWAYS

Job Stories
Giving Instructions
Individual Presentations
Discussion/Debate

ACTIVITIES

The Four Step Curriculum Design Model: You Try it
Discussing Discussion
Trouble Shooting Chart

NOT ANOTHER RECIPE BOOK

This chapter is about putting together the knowledge about the *CGE for Adults* from Chapter 1, knowledge about language from Chapter 2 and knowledge about curriculum design from Chapter 3. Although text books that provide 'recipes' that can be used in the classroom 'on a Monday morning' may look tempting, this project has taken the approach that this kind of ready-made 'curriculum' is deceptive and, in isolation from a broader context, usually inappropriate for most educational purposes. Even if some of these textbooks provide imaginative and helpful ideas, which many of them do, it is still necessary to have a comprehensive plan of what your objectives are for any particular learning group (and each will be unique) before selecting ready-made items. Even then, most practitioners will find the raw text book activity requires a bit of modification to suit the class needs. This is our rationale for not producing a teachers' recipe book. However, we do strongly believe in giving teachers models of processes for planning curriculum. One of them will be outlined in detail below. This, of course, is not the only model to be used, but it is one which has been tried and tested in various ways during the course of this project, and found to be useful. It does not claim to be the answer, but it does claim to have found supporters amongst teachers.

PLANNING A BALANCED DIET AND/OR COURSE CURRICULUM

Where do you start? How far ahead do you plan? Do you need an overall, totally comprehensive plan for a whole course, or do you plan from week to week?

In order to eat a balanced diet over a period, is it necessary to consult nutrition tables daily before shopping, or do you just need a general background knowledge of what constitutes a balanced diet which you keep, almost unconsciously, in the back of your mind as you do your food shopping? How much do you cater to individual tastes and how much do you give household members what you think is good and healthy despite its unpopularity? Do you eat the same old thing again and again? Do you ever eat junk foods when in a hurry? To over-plan in advance might mean you have to throw out a lot of food at the end of the week, and it might stop you from deviating from your normal routines to enjoy a special meal out. On the other hand, a totally 'just in time' approach could leave you totally out of coffee and biscuits when those important friends drop by.

> *Ready-made 'curriculum' is deceptive and, in isolation from a broader context, usually inappropriate for most educational purposes.*

The principles of menu-planning can be applied to course curriculum planning. You do need an overall sense of a good 'diet' and the basic cooking techniques. The more you have internalised these fundamental principles, the more you are able to seize the 'teachable moment' rather than sticking rigidly to the pre-planned 'menu'. But if you are a beginner in the job of organising meals, you may need to be a lot more conscious of your planning. If you've just had a big change in your diet, for example going vegetarian, (or taking on the *CGE for Adults*) then you will have to be a lot more conscious of the nutritional charts, at least until you are totally familiar with them (analogy provided by Miriam Faine).

The equivalent to the nutritional information for planning a balanced diet is the knowledge about language and the knowledge about designing curriculum outlined in this publication. Knowledge about how people learn would indicate that the curriculum diet has to be palatable, even tasty, as well as meeting the 'nutritional' objectives.

THE 4 STEP CURRICULUM DESIGN MODEL

THE FOCUS	WHAT TO DO
STEP 1 BROAD CONTENT AREAS	Bearing in mind THE CURRICULUM VARIABLES, select language and subject content areas to be covered in your plan.
STEP 2 KNOWLEDGE AND SKILLS	For each BROAD CONTENT AREA decide on the knowledge/ understandings and the skills which your students will need to learn.
STEP 3 ACTIVITIES	Select suitable learning activities for the KNOWLEDGE AND SKILLS items (separate or combined) you have selected.
STEP 4 PROCEDURES	Design teaching procedures to be used in each ACTIVITY.

At this point you will need to refer to Figure 5 in Chapter 3 which outlines the following CURRICULUM VARIABLES which must be considered in planning a course:

- policy and funding imperatives
- the *VAELLNAF/CGE for Adults* documents and competencies
- theories
- mode of delivery
- current student competencies
- specific learner characteristics and
- student goals and needs

These all affect the sort of curriculum you will plan for your class when you are planning the CURRICULUM COMPONENTS:

- content and sequencing
- methodology
- relationship of streams
- assessment
- evaluation
- materials/resources

BEST COPY AVAILABLE

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 1

THE FOCUS	WHAT TO DO
STEP 1 **BROAD CONTENT AREAS**	**Bearing in mind THE CURRICULUM VARIABLES, select language and subject content areas to be covered in your plan.**

Considering all the CURRICULUM VARIABLES this is the point at which you decide on the very broad content areas which you should cover in your class. Both language content and subject content should be considered.

A profile of the class you are to be teaching will be crucial at this stage: information on personal, language and educational background gleaned from interviews can be collated onto a 'one pager' to give an overview of the people in your class. If this is not available at the stage of planning, then whatever general information about the class that is known will be useful, however there should be an allowance for a good degree of flexibility and change to occur after you actually meet the students.

As an example, these are the broad content areas which might be considered for a DEET-funded course for retrenched Textile, Clothing and Footwear industry female students who are bilingual, with fluent though not standard or 'accurate' English, aged between 30 and 52. *CGE for Adults* level 2 placement is considered suitable.

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 1 EXAMPLE

THE FOCUS	WHAT TO DO
STEP 1 BROAD CONTENT AREAS	Bearing in mind THE CURRICULUM VARIABLES, select language and subject content areas to be covered in your plan.

STEP 1 EXAMPLE

job-seeking
learning to learn
migration stories
work stories
self-esteem building
telephone use
skills identification
childhood stories
women's health
developing writing and reading
work in general: paid and unpaid
Standard English: when where and why?

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 2

THE FOCUS	WHAT TO DO
STEP 2 KNOWLEDGE AND SKILLS	For each BROAD CONTENT AREA decide on the knowledge/ understandings and the skills which your students will need to learn.

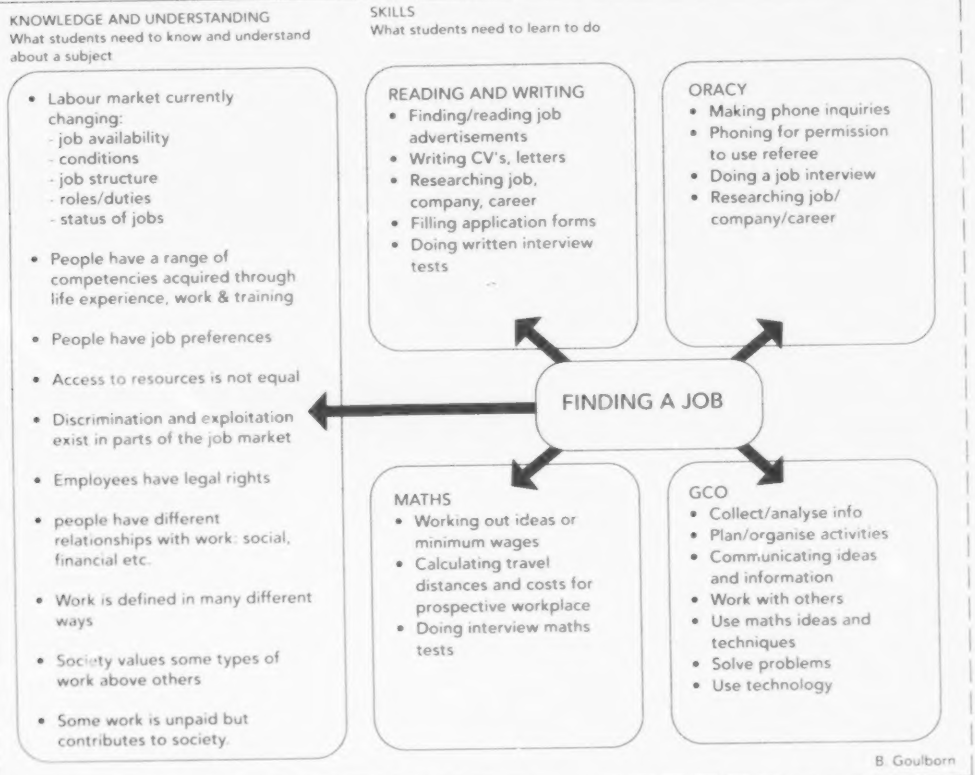
Now each of the broad content areas (either separately or in combination if appropriate) are examined in detail to determine 1/ the KNOWLEDGE AND UNDERSTANDING and 2/ the SKILLS which the student will need to learn in the context of the content area. This content area or starting point could be a theme or topic, (like FINDING A JOB, WOMEN'S HEALTH) or it could be a language goal (MAKING EFFECTIVE PHONE CALLS) or it could even be one of the *CGE for Adults* Domains, such as Public Debate.

The example of FINDING A JOB is shown here. Boxes are provided for each of the Streams of Reading and Writing, Oral Communication, Numerical and Mathematical Concepts and General Curriculum Options (GCO). This reflects the integrated approach to curriculum planning which this project found to be the most common form of practice, however, 'discrete' stream planning can also utilise this knowledge and skills approach. The GCO competencies are listed in the relevant box for this example to remind the planner that they can be integrated into all areas of learning within the context of FINDING A JOB. There are many different ways of using the GCO which are outlined in other *CGE for Adults* projects.

The area of KNOWLEDGE/UNDERSTANDING is stressed as well as the area of skills at this planning stage, reflecting the belief that language skills always need to be situated within a broader social context. Going for a job interview, for example, might need a very detailed understanding about what an employer values in an employee, rather than just the talking skills to do an interview. What is said, or, more importantly, not said in a particular interview is as important as how intelligible the speaker is.

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 2 EXAMPLE

THE FOCUS	WHAT TO DO
STEP 2 KNOWLEDGE AND SKILLS	For each BROAD CONTENT AREA decide on the knowledge/ understandings and the skills which your students will need to learn.



KNOWLEDGE AND UNDERSTANDING
What students need to know and understand about a subject

- Labour market currently changing:
  - job availability
  - conditions
  - job structure
  - roles/duties
  - status of jobs
- People have a range of competencies acquired through life experience, work & training
- People have job preferences
- Access to resources is not equal
- Discrimination and exploitation exist in parts of the job market
- Employees have legal rights
- people have different relationships with work: social, financial etc.
- Work is defined in many different ways
- Society values some types of work above others
- Some work is unpaid but contributes to society.

SKILLS
What students need to learn to do

FINDING A JOB

READING AND WRITING
- Finding/reading job advertisements
- Writing CV's, letters
- Researching job, company, career
- Filling application forms
- Doing written interview tests

ORACY
- Making phone inquiries
- Phoning for permission to use referee
- Doing a job interview
- Researching job/ company/career

MATHS
- Working out ideas or minimum wages
- Calculating travel distances and costs for prospective workplace
- Doing interview maths tests

GCO
- Collect/analyse info
- Plan/organise activities
- Communicating ideas and information
- Work with others
- Use maths ideas and techniques
- Solve problems
- Use technology

B. Goulborn

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 3

THE FOCUS	WHAT TO DO
STEP 3 ACTIVITIES	**Select suitable learning activities for the KNOWLEDGE AND SKILLS items (separate or combined) you have selected.**

In STEP 2 knowledge and skills required in relation to a particular content area have been identified. In STEP 3, these are examined: (either separately or in combination, as appropriate), in order to devise learning ACTIVITIES that would address the students' acquisition of the required skills and/or knowledge. Examples developed from FINDING A JOB in STEP 2 are given below. 'Understanding the current state of change in the labour market' and 'Making a telephone inquiry' are shown. After the learning activity has been decided on, the relevant *CGE for Adults* competencies can be matched to the activity (see column 3: STREAM/ELEMENT and COLUMN 4: PERFORMANCE CRITERIA in STEP 3 diagrams).

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 3 EXAMPLE ONE

THE FOCUS	WHAT TO DO
STEP 3 ACTIVITIES	Select suitable learning activities for the KNOWLEDGE AND SKILLS items (separate or combined) you have selected.

TOPIC/SUBJECT: Finding a job

KNOWLEDGE/ SKILL	LEARNING ACTIVITY	STREAM/ DOMAIN	ELEMENT/ PERFORMANCE CRITERIA
Understanding current state of the job market	• Discuss personal experiences of changes	ORACY FOR SELF EXPRESSION Level 2	Can participate in short social episodes - relatively structured exchanges with an interpersonal rather than a transactional goal • talk about several personally familiar events • include a broader view than the personally immediate • intelligibility occasionally makes demands on listeners • inconsistent use of interactional routines • some provision of feedback
	• Read current newspaper articles on labour market changes	READING FOR KNOWLEDGE	
	• Watch BTN program on the economy: watch-note-tell summarising activity	ORACY FOR KNOWLEDGE	
	• Make oral presentation on changes to work in Australia based on above work	ORACY FOR KNOWLEDGE	

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 3 EXAMPLE TWO

THE FOCUS	WHAT TO DO
STEP 3 ACTIVITIES	Select suitable learning activities for the KNOWLEDGE AND SKILLS items (separate or combined) you have selected.

TOPIC/SUBJECT: Finding a job

KNOWLEDGE/ SKILL	LEARNING ACTIVITY	STREAM/ DOMAIN	ELEMENT/ PERFORMANCE CRITERIA
Making a phone inquiry	• Discuss personal experiences with telephoning in response to job ads	ORACY FOR SELF EXPRESSION Level 2	Can participate in short social episodes - relatively structured exchanges with an interpersonal rather than a transactional goal • talk about several personally familiar events • include a broader view than the personally immediate • Intelligibility occasionally makes demands on listeners • inconsistent use of interactional routines • some provision of feedback
	• Scan classified section of newspaper to select suitable job ads	READING FOR KNOWLEDGE	
	• Phone in response to a job ad	ORACY FOR PRACTICAL PURPOSES	

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 4

THE FOCUS	WHAT TO DO
STEP 4 PROCEDURES	**Design teaching procedures to be used in each ACTIVITY.**

This STEP involves identifying suitable and effective teaching strategies for the ACTIVITIES (such as Making a Phone Inquiry) in STEP 3. The PROCEDURES are the finer details of pedagogy through which your students will acquire the skills and knowledge you planned for in STEPS 1 and 2. How will you help your students learn in an enjoyable, non-threatening way? How will you help them transfer classroom practice to real life? How do you incorporate all students in the planned learning activity, even the most shy or reluctant? What problems could arise from the activity and how could you avoid them or manage them? All these kinds of things have to be considered here as well as theories of language development and learning.

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 4 EXAMPLE ONE

THE FOCUS	WHAT TO DO
STEP 4 PROCEDURES	Design teaching procedures to be used in each ACTIVITY.

CONTENT STARTING POINT: Finding a job

KNOWLEDGE/SKILL: Understanding current changes in the labour market

ACTIVITY: Discuss personal experiences of job change

PROCEDURES:
- read newspaper story of TCF woman made redundant then joining a similar class
- ask students if they recognise the situation or identify with the woman?
- ask for volunteers to tell their own stories
- brainstorm collectively on what the reasons are for these stories, what do we already know? how can we know what we think is true? how can we find out more facts? how do we distinguish between opinion and evidence?
- in smaller groups discuss the good and the bad about retrenchment: each group has to decide on THE 3 BEST THINGS AND THE 3 WORST THINGS ABOUT LOSING YOUR JOB.
- as whole class share findings and reflect on if and how consensus was reached
- reflect on how you can take advantage of the positive things, especially in relation to the current course.
- think about the students recording their stories for others to hear. would it be useful? how could it be done? when?

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 4 EXAMPLE TWO

THE FOCUS	WHAT TO DO
STEP 4 PROCEDURES	Design teaching procedures to be used in each ACTIVITY.

This example goes into some detail on teaching telephone skills

CONTENT STARTING POINT: Finding a job

KNOWLEDGE/SKILLS: Making a phone inquiry

ACTIVITY: Phone in response to a job ad

PROCEDURES:
- following discussion of telephoning experiences, select suitable job ads from newspaper, read for relevant information
- ***plan phone call**
  - analyse steps of phone call from own experience or from transcript of actual call
  - clarify purpose, content, language options
  - prepare for 'unpredictables'
- ***rehearse through role play if required** (methods A & B)
- carry out phone call
- ***analyse through role play** (method B)

** see work sheets on following pages*

The following pages model development of the learning activity through details of strategies and materials. The approach focuses on process rather than product, using student experience and real situations. Students should be themselves in role play and use their own language as a starting point. The focus is on relationships as much as language, looking beyond words to meaning and the effects of language use on others.

References:

Gubbay, Denise, *Role-Play. The theory and practice of a method for increasing language awareness.* National Centre for Industrial Language Training, England, 1980

Gubbay, Denise and Cogill, Sheila, *Speak for Yourself: Making language work for you.* BBC, London, 1980

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TELEPHONING FOR A JOB DESCRIPTION

(approximate transcript of an actual call)

M.B.	(dials number)
COUNCIL:	*Good afternoon, Yarravale Council. Can you hold the line please, thank you.* (MUSIC 1.5 minutes)
COUNCIL:	*Yes, how can I help you?*
M.B.:	Um, I'm ringing about the home care services position.
COUNCIL:	*Okay, if I can just have your name and address.*
M.B.:	Maria Bruni, that's B-R-U-N-I.
COUNCIL:	*Address?*
M.B.:	21 Farrow Street.
COUNCIL:	*Farrow?*
M.B.:	F-A-double R -O-W.
COUNCIL:	*Yes?*
M.B.:	Alphington. A-L-P-H-I-N-G-T-O-N.
COUNCIL:	*Postcode?*
M.B.:	3078
COUNCIL:	*Okay, I'll put that in the mail.*
M.B.:	Thanks very much.
COUNCIL:	*Okay, thanks Maria.*

Home Care Services

Salary: Band 2A $13.92 per hour
(Casual Position)
Position No.8564

The Yarravale Council requires casual male and female staff for the following areas:

- General home care (primarily household duties)
- Personal Care assistance for children and young adults with disabilities
- Experience in working with disabled people and older people is desirable
- The ability to speak a second language is highly desirable.

A private car for which mileage allowance is paid is essential.

For position description and application form please telephone 974 6382.

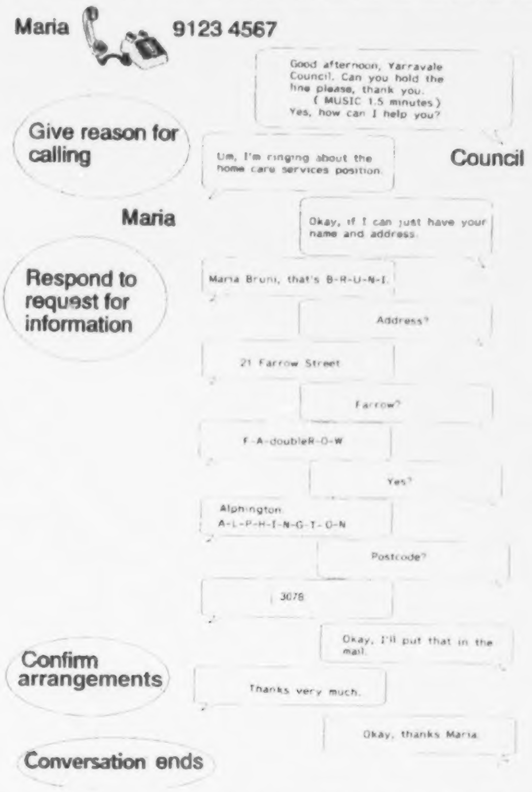
Applications in writing should be forwarded by Friday 18th November, 1994 and addressed to Human Resources Manager, Yarravale Council, PO Box 6 , Springfield 3140.

Commentary

This transcript was made by the caller taping herself and jotting down what the other person said. It is a fairly simple technique for generating examples of actual phone conversations for analysis and can be used by both teacher and student. While this does not capture important features such as overlapping turns and interruptions, there are still useful observations to be made which can help students analyse and plan their own calls.

- Be prepared to be put on hold.
- Be prepared to spell out name and address.
- Some turns may be fragmentary and rely on shared knowledge e.g. 'Yes?' after street name has been spelled out means continue on with next item of information, i.e. suburb. M.B.'s statement 'I'm ringing about the home care services position...' is correctly interpreted as a request for a job description, based on shared knowledge of the advertisement.
- Stages in the interaction may be marked by 'framing words' - here the receptionist uses 'Okay' three times for this purpose. There is a limited number of words used in this way in English, e.g. right, okay, so, well, good; and their combinations, such as: right then, right oh, well then, good one, ... Students can be encouraged to listen for them, e.g. in the way the teacher structures the lesson, etc.
- Stages in the phone call consist of:
    1. initiation of call - caller dials number, answerer picks up phone and identifies self, asks caller for purpose
    2. caller gives reason by referring to job advertisement
    3. caller responds to request for information
    4. answerer indicates close of conversation by framing word 'Okay' and confirming statement: 'I'll put that in the mail'
    5. answerer concludes phone call - note use of 'thanks' rather than 'good bye' or similar.

Here is another way of representing the phone call:



Good afternoon, Yarravale Council. Can you hold the line please, thank you.
(MUSIC 1.5 minutes)
Yes, how can I help you?

Um, I'm ringing about the home care services position.

Okay, if I can just have your name and address.

Maria Bruni, that's B-R-U-N-I.

Address?

21 Farrow Street

Farrow?

F-A-doubleR-O-W

Yes?

Alphington
A-L-P-H-I-N-G-T-O-N

Postcode?

3078

Okay, I'll put that in the mail.

Thanks very much.

Okay, thanks Maria.

SUGGESTIONS FOR TEACHER AND STUDENT WORK TO FOLLOW UP:

1. Transcript of similar situation with gaps for student's part. See WORK SHEET 1
   Aim: to rehearse specific language items and techniques such as giving name and address clearly.
2. Students prepare for phone call by planning steps. See WORK SHEET: TELEPHONING: SUGGESTIONS FOR GROUP WORK
3. Carry out actual phone call OR rehearse through role play. See ROLE PLAY METHODS
4. Work on language needs of students.
   Teacher observes student language use to establish strengths and weaknesses and causes of communicative difficulty. Linguistic and other exercises can then be selected, e.g.
   - developing a telephone alphabet and practising spelling personal details, pronunciation and grouping of letters in syllables etc.
   - question forms and types of questions
   - listening and giving feedback
   - repair strategies
   - telephone 'etiquette' and different cultural expectations
5. Books with ideas for telephone language work with ESL students:

Power, Maggie. *Applying for a job.* AMES, Victoria, 1993. McFeeter, Jan. *What's my line?* AMES, Victoria, 1989.

A recent book for students needing to work on pronunciation: Zawadzki, Halin *In Tempo: An English Pronunciation Course* NCELTR, Macquarie University, Sydney, 1994

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WORK SHEET 1 TELEPHONING FOR A JOB DESCRIPTION

Rehearsal of language items for role-play method A. In this case the same advertisement has been used as the starting point. Focus is on verbal accuracy and strategies for giving information, such as name and address, clearly. Could be done orally or in writing depending on group.

Applicant: (dials number)

Receptionist: Yarravale Council

Applicant:

Receptionist: I'll put you through to Human Resources.

Applicant:

Receptionist: The line's busy, can you wait?

Applicant: (wait)

Receptionist: Line's still busy...

Applicant: (wait)

Human Resources: Human Resources.

Applicant:

Human Resources: Yes certainly, I'll just take your name and address.

Applicant:

Human Resources: Can you spell that please?

Applicant:

Human Resources: Your address?

Applicant:

Human Resources: Sorry, I didn't catch the number.

Applicant:

Human Resources: What's the postcode?

Applicant:

Human Resources: Okay, I'll send it out to you today.

Applicant:

TELEPHONING - SUGGESTIONS FOR GROUP WORK

This activity follows on from discussion in class of telephone experiences and reading activities with job advertisements. The process described here has been adapted from a Denise Gubbay work sheet, 1987.

1. Divide students into groups. As a group, they choose a job advertisement that at least one of them would like to phone about.
2. Students prepare to make the phone call by:
   - Copying out relevant information from the advertisement:
     - the exact name of the position
     - when and where it was advertised
     - who you need to speak to.
   - Discussing/clarifying what they want to know and the questions they could ask to get the information.
   - Listing what they have to offer e.g.:
     - personal details - availability - interest in the work
     - skills - experience - qualifications - referees
     - specific details of previous work: dates, names of previous employers, position, type of work.
   - Defining the aim of each 'party' to the exchange, e.g.

     You want to get specific information about a job/ an interview for a job.

     The receptionist is doing her/his job. S/he needs to get the necessary information from you. S/he may have had a lot of phone calls or may be very busy and may want the phone call to be as brief as possible.

     The employer/ personnel manager wants to know if you are suitable and worth an interview, may want to ask interview-type questions on the phone.
3. Students should then list the basic steps of the exchange from their point of view.

   At each step, they should write the basic dialogue i.e. the simplest way of saying what they want to say.

   At each part of the basic dialogue they could list some possible alternative ways of saying the same thing.

   The amount of writing will vary with the group's capacities, needs and interest in having a model or doing explicit language work.
4. Students make a separate list of all the unexpected or unpredictable things that might happen before or during this phone call - e.g. wrong number, person not there, answering machine...
5. Groups report to whole class, compare and discuss.

   Work sheets and lists can be on overhead transparencies so that the ideas can be shared easily with the whole class.

   N.B. (This activity also involves 'exploratory' and 'presentation' episodes.)

ROLE PLAY METHODS

(from Gubbay, 1980)

Role-play activities can take various forms. Working at the National Centre for Industrial Language Training in Britain, Denise Gubbay developed strategies which recognise communication as a process of negotiation between speakers and hearers whose intentions and attitudes are subject both to constant modification in the course of interaction and also to their backgrounds and beliefs. These role play methods were used to help ethnic minority workers cope with workplace communication.

There are difficulties in seeking to 'teach' interpersonal communication skills, since they are not clearly definable. There is ongoing debate as to whether learner strategies can be taught or whether they should be identified and built upon. 'Only standard phatic and feedback language can be taught, together with set phrases to signal politeness, willingness to repair, persuasion and topicalisation.' (Roberts, Davies and Jupp, 1992:265)

Language teaching, especially at elementary levels, has tended to build up teaching methods around the predictability of language functions in stereotyped transactions. It is important to introduce unpredictables at an early stage so that students can asses their true 'negotiating' strength. As they become more confident, they retain more of the initiative in any exchange.

Method A

Develops the awareness of the structure first and then gives the learner the experience of enacting the exchange. It builds confidence and reduces unpredictability.

Method B

Gives the learner the experience first and the analyses what happened and why. It enables the learner to face unpredictability.

Use of cassette recorder

Using a cassette recorder to record the role-play is highly recommended, especially with Method B. Switching off the recorder indicates to the students that the role-play is finished temporarily and that the students are back in the classroom. The teacher can say, 'What is X feeling?' and play the cassette back.

The students' performance can be analysed and compared with later efforts. Comparative tapes can be made with other English speakers enacting the same exchange and analysed for differences.

These methods were developed in working with non-native speakers of English, but the planning and analysing skills they develop are useful for all students.

Steps in teaching method A

1. Give the situation.
2. Discuss the aims of the parties.
3. Discuss the relative positions (strong or weak?)
4. Discuss any points on which the learner may be challenged.
5. Discuss possible answers.
6. Practise these.
7. Take the students through the basic structure so they thoroughly understand it.
8. Try out the exchange with each student, making variations from the basic structure according to the confidence level of the student.

Method B

Method B starts where Method A finishes, but with a situation that has not been practised. the students are given no analytical help to begin with. the structure of the exchange is built up by successive partial enactments by the students as each one learns from the errors of the previous attempts.

The students play themselves and the teacher plays the other party, giving 'green lights' and 'red lights' in response to the student's communication. 'Green lights' mean that the exchange goes smoothly. 'red lights' are indications verbally or through intonation that the student has not handled the exchange well. The students pick up the cues and the exchange stops while the reason for the negative feelings or communication problems are discussed by the class and explained.

The teacher must respond (by giving a 'red light' and stopping the tape recorder) whenever contact is lost through:

- lack of use of accepted formulae
- a mechanical use of formulae without meaningful intonation
- unsatisfactory or incomplete explanation of action or situation, demonstrating a lack of concern for the other person
- inability to recognise emotions or attitudes underlying the remarks of the other person
- use of inappropriate forms of statement, questions etc. e.g. 'I must stay home today. My child's sick' instead of 'I'm sorry. I can't come in today. My child's sick. There's no one to look after him.' Inappropriate use of 'I want'
- the wrong use of 'Yes' and sometimes 'No' when used as a blocking device or to gain time.

When several students have gone through the exchange reasonably competently, the teacher stops the role-play and practises parts of the exchange to encourage fluency and correct intonation.

CURRICULUM TAKE-AWAYS

Despite not believing in instant solutions to curriculum design and planning, this section of the chapter will provide a few ideas: TAKE-AWAYS or tasters that hopefully will not be served unless suitable to the overall requirements of the course and students. One TAKE-AWAY is provided for each domain.

CURRICULUM TAKEAWAY ONE

TARGET GROUP: Any

CURRICULUM AREA: Reading, Writing, Oracy

LEVEL 2
DOMAIN: Self Expression

TOPIC: Job Stories

CONTENT

Work Experiences

MATERIALS/RESOURCES

Student-, teacher- written or published stories about personal experiences of work

METHODOLOGY/LEARNING CYCLE

1. Students read a short story about a personal experience of work
2. Whole class, guided by teacher, design a brief, informal, open ended interview proforma which will be used to elicit students' own job stories

PLANNED ASSESSMENT ACTIVITY

Job stories interview

PLANNED ASSESSMENT ACTIVITY
Job Stories Interview

DESCRIPTION OF ACTIVITY

In turn students interview each other using proforma questions as a loose structure, encouraging 'chattiness'

GUIDELINES

Range and Conditions
- Few, known people
- In a participative style
- involving a number of turns

CGEA COMPETENCIES

Element 2.1 Oracy for Self Expression

Can participate in short social episodes - relatively structured exchanges with interpersonal rather than transactional goal

Performance Criteria

- Talk about several personally familiar events, ideas or experiences
- Include a broader view than the personally immediate
- Intelligibility occasionally makes demands on other participants
- Inconsistent use of interactional routines, some topic setting and supporting
- Some provision of feedback

CURRICULUM TAKEAWAY TWO

TARGET GROUP: Any

CURRICULUM AREA: Reading, Writing, Oracy

LEVEL 2
DOMAIN: Practical Purposes

TOPIC: Giving Instructions

CONTENT

Familiar process at home or work

MATERIALS/RESOURCES

Examples of authentic written and spoken instructions

METHODOLOGY/LEARNING CYCLE

1. Discuss instructions given and received this week
2. Discuss difference between spoken and written instructions: when each is used and why
3. Student gives oral instruction for evade activity (e.g. coffee making) which is tape-recorded with permission
4. Teacher puts spoken text into written form demonstrating differences
5. Students examine and comment on a few types of instructions, looking at text structure, layout, clarity, sequencing, language used
6. Students listen to tape-recorded oral instructions (on e.g. how to make an omelette), then convert into written instructions

PLANNED ASSESSMENT ACTIVITY

Giving oral instructions

PLANNED ASSESSMENT ACTIVITY
Giving oral instructions

DESCRIPTION OF ACTIVITY

Students, in turn, give oral instructions to a few other students (on e.g. how to change a wheel, change a nappy, make tomato sauce)
Listeners remember and/or take notes, then write up instructions, asking the speaker to clarify if necessary

GUIDELINES

Listeners can be involved in the assessment of instruction-giving
Groups of 3. Each takes a turn at giving instructions

Range and Conditions

- The context is less immediately supportive than at the previous level
- Involving two or three participants who are known to the speaker
- involving a minimum of negotiation
- involving several turns

CGEA COMPETENCIES

Element 2.2 Oracy for Practical Purposes

Can participate in short support episodes/ instructional exchanges

Performance Criteria

- Use familiar content
- Describe the process clearly
- Intelligibility makes some demands on listener
- Some use of expository routines, some facilitation of understanding and some checking and adaptation to points made by other participants
- Some use of feedback to the speaker

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CURRICULUM TAKEAWAY THREE

TARGET GROUP: TAFE evening class
NESB/Bilingual adults

CURRICULUM AREA: Reading, Writing, Oracy

LEVEL 3
DOMAIN: Knowledge

TOPIC: Individual presentations

CONTENT

Anything you know about or that interests you

MATERIALS/RESOURCES

Research resources: human, published

METHODOLOGY/LEARNING CYCLE

1. Discuss what makes a 'good' presentation and formulate some 'rules of thumb'
2. Watch videos showing presentations. Discuss and evaluate
3. Brainstorm content areas for individual presentations
4. Devise skeleton plan for talks (the structure)
5. Flesh out the content through research and writing
6. Practise talks at home

PLANNED ASSESSMENT ACTIVITY

Individual oral presentation

PLANNED ASSESSMENT ACTIVITY
Oral presentation

DESCRIPTION OF ACTIVITY

Individual talk presentation with audio visual support if appropriate

GUIDELINES

About 5 minutes long
Sit or stand where you like
Try not to read the text
Use notes as prompts
Bring in videos, handouts, samples, pictures as appropriate
Allow time for questions from the audience

Range and Conditions

- Related to less immediate aspects of everyday situations
- Planned, up to five minutes
- Shorter unplanned episodes

CGEA COMPETENCIES

Element 3.3 Oracy for Knowledge

Participates in longer presentations

Performance Criteria

- Content related to specialist subject area or interest
- Create a formal tone by using and defining abstract and technical terms appropriate to the discipline or subject
- Link clauses with *besides, because, when, if.* Intelligibility rarely makes demands on listeners
- Use expository routines (description, narration, comparison) or evaluative routines (explanation or justification). Regular acknowledgement of listeners' needs, reformulation and facilitation
- Regular use of listening strategies

CURRICULUM TAKEAWAY FOUR

TARGET GROUP: **Any**

CURRICULUM AREA: **Reading, Oracy**

LEVEL 3
DOMAIN: **Public Debate**

TOPIC: **Discussion / Debate**

CONTENT

Topic which will engage all class members

MATERIALS/RESOURCES

Newspaper articles and/or video on chosen topic

METHODOLOGY/LEARNING CYCLE

1. Read newspaper articles or watch video on a current issue (e.g. eating kangaroo meat, smoking in public places, changing the flag)
2. Each half of the class takes one side of the argument. The two groups discuss evidence in support of their assigned side of the argument

PLANNED ASSESSMENT ACTIVITY

Class discussion

PLANNED ASSESSMENT ACTIVITY
Class discussion

DESCRIPTION OF ACTIVITY

A discussion between the two sides is conducted, chaired by a teacher or a student

Rules are negotiated prior to discussion
(e.g. approximate time each speaker can take)

GUIDELINES

Range and Conditions
- involving a number of participants
- On a less familiar issue
- involving negotiation of turn-taking

CGEA COMPETENCIES

Element 3.4 Oracy for Public Debate

Participates in longer exploratory episodes - discussions oriented towards the solving of a problem or issue

Performance Criteria

- Engage with a personally relevant social or public issue
- Avoid generalisations and expressing tentativeness
- Link clauses with *besides, because, when, if* Intelligibility rarely makes demands on listeners.
- Follow an evaluative routine, use turn-taking skills, and influence the direction of the episode
- Support other participants with feedback and contribute to the goal orientation of the episode

Activities

ACTIVITY 1

THE FOUR STEP MODEL OF CURRICULUM DESIGN

THE FOCUS	WHAT TO DO
STEP 1 BROAD CONTENT AREAS	Bearing in mind THE CURRICULUM VARIABLES, select language and subject content areas to be covered in your plan.
STEP 2 KNOWLEDGE AND SKILLS	For each BROAD CONTENT AREA decide on the knowledge/ understandings and the skills which your students will need to learn.
STEP 3 ACTIVITIES	Select suitable learning activities for the KNOWLEDGE AND SKILLS items (separate or combined) you have selected.
STEP 4 PROCEDURES	Design teaching procedures to be used in each ACTIVITY.

At this point you will need to refer to Figure 1 in Chapter 3 which outlines the following CURRICULUM VARIABLES which must be considered in planning a course:

- policy and funding imperatives
- the VAELLNAF/CGE for Adults documents and competencies
- theories
- mode of delivery
- current student competencies
- specific learner characteristics and
- student goals and needs

These all affect the sort of curriculum you will plan for your class when you are planning the CURRICULUM COMPONENTS:

- content and sequencing
- methodology
- relationship of streams
- assessment
- evaluation
- materials/resources

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 1

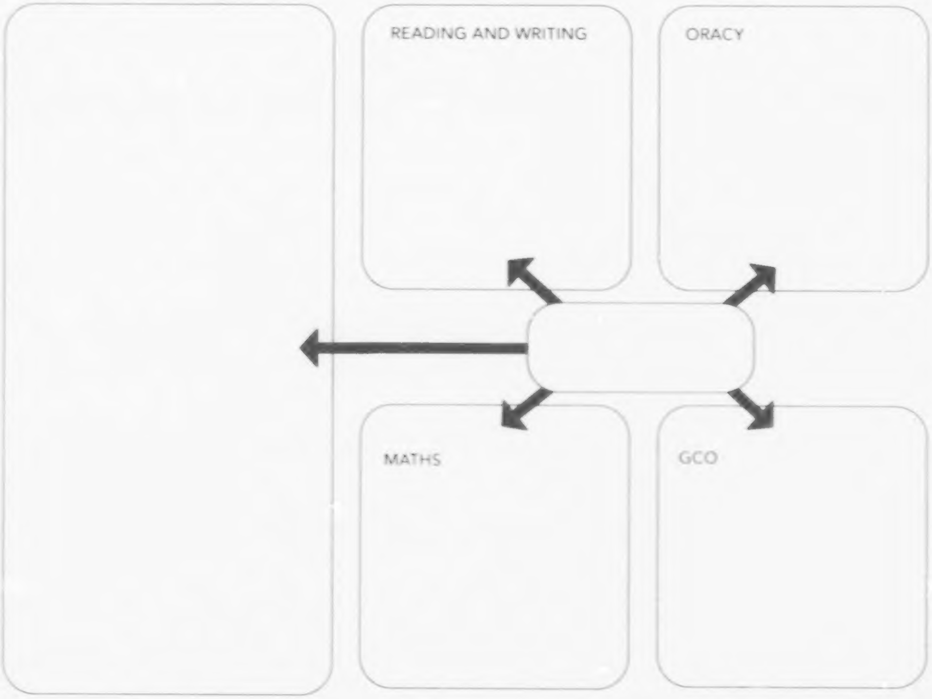
THE FOCUS	WHAT TO DO
STEP 1 BROAD CONTENT AREAS	Bearing in mind THE CURRICULUM VARIABLES, select language and subject content areas to be covered in your plan.

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 2

THE FOCUS	WHAT TO DO
STEP 2 KNOWLEDGE AND SKILLS	For each BROAD CONTENT AREA decide on the knowledge/ understandings and the skills which your students will need to learn.

KNOWLEDGE AND UNDERSTANDING
What students need to know and understand about a subject

SKILLS
What students need to learn to do



THE 4 STEP CURRICULUM DESIGN MODEL - STEP 3

THE FOCUS	WHAT TO DO
STEP 3 ACTIVITIES	Select suitable learning activities for the KNOWLEDGE AND SKILLS items (separate or combined) you have selected.

TOPIC/SUBJECT: Finding a job

KNOWLEDGE/ SKILL	LEARNING ACTIVITY	STREAM/ DOMAIN	ELEMENT/ PERFORMANCE CRITERIA

THE 4 STEP CURRICULUM DESIGN MODEL - STEP 4

THE FOCUS	WHAT TO DO
STEP 4 PROCEDURES	Design teaching procedures to be used in each ACTIVITY.

CONTENT STARTING POINT:

KNOWLEDGE/SKILL:

ACTIVITY:

PROCEDURES:

ACTIVITY 2

DISCUSSING DISCUSSION

This activity is for a group of teachers to reflect on strategies for teaching discussion.

IS THIS USEFUL?
✔ =YES
x = NO
? =NOT SURE/POSSIBLY

Individually decide on whether you agree with each statement then discuss with others in group.

1 Teacher decides on who is in each discussion group.
2 Students brainstorm on topic prior to any content input by teacher.
3 Teacher gives students written,visual or oral text prior to discussion.
4 Teacher elects leaders/scribes in each group.
5 Small group discussion is followed by whole class discussion.
6 Make sure everyone sticks to the point.
7 Teacher should participate in one of the groups.
8 The teacher should always have the last say.
9 Always choose a topic that won't offend anyone.
10 Choose a topic that is not too controversial.
11 Students should choose their own topics.
12 Teacher should always be clear about her own opinion and not worry about expressing it to the class.

ACTIVITY 3

TROUBLE SHOOTING CHART

Study this chart then continue your own on the blank provided.

What to do when your assessment strategies break down

	PROBLEM	STRATEGIES FOR SOLUTION	REFERENCES
chat	How on earth do you assess it? As soon as you set up an artificial task situation, a chat is no longer a chat!	Pluck the chat out of the air in real life situations only! If assessment problems persist, contact the manufacturer!	Brown and Yule, 1983b Brown et al., 1984 Richards,1990
recording	The process of video/audio recording makes people self-conscious, but how else do you record oracy?		
competence vs. the competencies	Practical Purposes is one of the most 'powerful' realms of modern life. How can competence in one small area of Practical Purposes, i.e. giving instructions denote competence in the whole domain?		
role-play	Some of my students are unwilling to 'perform' or feel uncomfortable about it, yet the assessment criteria in the competencies seem to require assessment through role-play.		
task-based or incidental?	Do I need to set up specific tasks for assessment when I've observed, for example, an impromptu discussion in which my students were extremely competent?		
peer assessment	I want to involve my students in the assessment process. How do I do this but ensure fairness and consistency for those being assessed?		
mixed classes	Do I assess with only one level only in mind or is it possible to have a checklist or task with several levels and see which one the student's performance matches?		
discussion/ debate	Some students dominate the discussion all the time but it doesn't seem 'natural' to force everyone to take a turn How can I tell the difference between unwillingness and/or lack of confidence to talk and lack of oral competence?		

Chapter 5

A Snapshot View of Oracy Practice

WHAT'S GOING ON OUT THERE?

Introduction
The Survey
The findings
Consultative Workshops

CASE STUDIES

The Roaring Forties
Bush Telegraph
Women's Group Performance Poetry Reading
Melbourne through its Water Supply and Sewerage System
Recording for Radio
Research and Present
Flexible Workplace Program
Job seeking skills in a 'Stand Alone' Oracy Class
Oracy Assessment in a Home Care Course
Mastering Toastmastering in Ballarat

WHAT'S GOING ON OUT THERE?

INTRODUCTION

When we began work on this Project one of our first tasks, a significant part of our research, was to find out what was actually happening in the field with regard to the Oracy Stream of the *CGE for Adults*.

Although spoken language has been a fundamental component of the curriculum in literacy classes for those who speak English as a second language, and despite the fact that speaking is a major part of the process of learning to read and write, oracy as such has rarely been consciously considered as a tangible or explicit part of the curriculum in Victorian adult literacy classes. Instead, it has been relegated to primary schools as part of the 'whole language' approach or else to TAFE colleges as part of the Communication Skills curriculum, despite the fact that current definitions of literacy include specific references to spoken language. In other words, there was no adult basic education oracy field as there was a literacy one.

As well as adult oracy having a very minimal history in adult basic education in Victoria, the Oral Communication Stream of the *CGE for Adults* had not had the extensive informal trialling and critiquing which the Reading and Writing Stream had received while it was in its embryonic stages.

> *A diverse array of oracy learning activities were taking place all over the State*

THE SURVEY

Because there was no existing database on who was providing the *CGE for Adults* Oral Communication component, or what was actually going on in the classroom, we decided to carry out a survey in order to gain a picture of the emerging 'field'. This was completed through a telephone questionnaire of 30 practitioners teaching *CGE for Adults* Oral Communication in varied contexts throughout the State. The survey gave us a useful and interesting 'snapshot' picture of practice rather than a 'statistically sound' one.

Our detailed telephone interviews covered teachers from a wide range of teaching settings: TAFE colleges, prisons and correctional institutions, community houses, workplaces, in the city, in the country, programs for mildly intellectually disabled students, telematic provision, open learning situations, and DEET-funded programs. Our questions covered:

- course and student details
- use of competency statements in curriculum design
- activities and resources used in teaching oracy
- methods of assessment (current and proposed)
- help required by oracy teachers
- recommended resources
- identification of other issues.

THE FINDINGS

Our findings were pleasantly surprising: a diverse array of oracy learning activities were taking place all over the State: from factories in Moorabbin to motel employee's courses on Preston. Oracy was happening in varied contexts: consumer research on jars of pickles in Frankston, performance poetry in Yarraville, toastmastering in Ballarat and radio show production in Epping were just a few of these.

Some of these examples are documented later in this chapter demonstrating the creativity and resourcefulness of the teachers involved.

There was implicit oracy, explicit oracy, oracy with reading and writing, oracy with General Curriculum Options and oracy 'with the lot'. Nearly all practitioners were doing oracy in response to it being part of the *CGE for Adults* and mostly felt unsure or exploratory regarding their classroom practice. They wanted to know 'Am I doing the right thing'? How do we know what is oracy practice, let alone good practice? Why should ESB students want to do oracy? If spoken language is part of the persona, is correction therefore criticism of the person?

SUMMARY OF SURVEY FINDINGS

1 Issues and help needed

The document

Problems with :

- the meaning of the competencies
- the differences between the levels
- the relationship between tasks and criteria

Implementation process

Problems with:

- time spent in preparation, paperwork, assessment
- procedural information and moderation not yet complete
- separation of oracy from reading and writing
- Recognition of Prior Learning for level 2
- overall direction of *CGE for Adults*
- curriculum potentially being driven by competencies

Professional development needs

- time to get together, network and share ideas
- how to moderate: benchmarks, tapes, practical advice
- teaching strategies, topics, ideas, 'how to do it'
- a bank of successful assessment tasks
- how to organise integrated curriculum- resources
- support, reassurance, affirmation ('AM I DOING THE RIGHT THING?')
- how to assess

2 Teaching/learning activities

- discussions (small-large groups)
- theme/topic driven
- combining oracy with other streams of *CGE for Adults*
- assertiveness, personal goals, empowerment
- design, do, present questionnaire surveys
- talks/speeches (individual/group)
- research then presentation/report
- reviews of videos, talks, radio programs, written texts
- performance poetry
- debates

- ESL-type activities
- conscious reflection on spoken language
- work-related
- job-seeking
- giving/receiving instructions/directions
- teleconferencing
- communication activities
- role play
- problem solving
- oracy to help writing
- pronunciation
- conversation
- making tape recordings
- developing social skills
- non-verbal aspects of communication
- games
- telephone skills
- addressing individual needs

5 **Themes/topics/starting points**

- Melbourne Studies
- Performances around World No-Tobacco Day
- Talks on HIV/AIDS to school students
- Local History research
- Research and group presentation on childbirth practices in 3 cultures.
- 'Aging Well' theme
- World geography
- Guest speakers from community
- Consumer product review (e.g. jar of pickles)
- Planning a wedding
- Planning a holiday
- Researching a local industry

CONSULTATIVE WORKSHOPS

A representative group of the practitioners from the telephone survey were then invited to two consultative workshops in which they were asked to make presentations on a particular activity which exemplified their classroom curriculum. They were also asked to write a brief description of the class and the 'macro' context in which their activity was located so that it wouldn't be seen as an isolated event but part of a total plan. The presentations were also video- and audio-recorded so that they could be written up as case studies for this publication, enabling other teachers to get a real picture of the types of activities going on under the Oracy umbrella.

CASE STUDIES

The case studies are presented here as examples of the range of Oral Communication teaching actually going on within a vast array of contexts.

THE ROARING FORTIES

Debbie Soccio's group at Western Metro College of TAFE: original material created by Cher Chidzey.

Debbie Soccio used the theme of a fortieth birthday party to integrate Reading and Writing, Oracy, Numeracy and General Curriculum Options streams of the *CGE for Adults* in a class in a metropolitan TAFE College. The integration of Debbie's language class with Cher Chidzey's numeracy class almost happened by accident and is a good example of how teachers from different disciplines can fruitfully work together to the benefit of their students.

The students

The group of twelve students was a very mixed one in every sense. They were at all four levels of the Certificate, were first and second language English-speakers, male and female, aged from 22 to 60 years old and had been in Australia for two years upwards, many having been born here. In terms of school education, some had not completed primary school whilst others had finished secondary schooling overseas.

The teachers

Cher, the numeracy teacher started the theme of planning a fortieth birthday party as a vehicle for teaching the group mathematical skills, and asked Debbie, as the group's language teacher if she could help with work on some recipes and invitations in the context of the theme. Although Cher believed she had almost finished working on the birthday project, for Debbie this was just the start, as she took on all the language-related activities in the context of the theme. From this point the two teachers worked together in a more integrated way. Students were asked by the numeracy teacher to complete language tasks with Debbie, and vice versa. The teachers also worked collaboratively on assessing students' competence, especially at the end of the project when students made a presentation to both of them.

The theme

Students were told that they had to organise a fortieth birthday party for fifty guests, some of whom had to be invited from interstate and overseas. The project involved the following types of activities:

The invitations:

Maths

In groups of three, the students found out from the post office how long it would take to send invitations overseas/interstate and receive a reply. Tasks were shared within the group, for example one student went to the post office, while another made phone calls.

Language

Students examined and discussed the appropriateness of different forms of invitation, ranging from formal to humorous, then designed their own using a clip-art program on the computer. They also made audio tapes (which included an oral invitation to the party) to send to friends overseas.

Hiring the equipment

General Curriculum options as well as Oracy were addressed as students had to design and cost the decorations, furniture and entertainment for the party. The Yellow Pages were studied, suppliers telephoned and decisions made on the best deals for hiring 50 tables and chairs and a band. They also had to look up directions for finding, for example, the furniture hire company in the Melway's street directory, and then orally give instructions to another on where to go to pick up the 50 chairs and tables. The student on the receiving end of the instructions had to use the street directory and show that they had learnt where to go.

Food and drink

As the project occurred around the Easter holiday time, students cooked various dishes to bring to a banquet held in their class. Their desire to communicate comments on the quality of the food and to request recipes and information about the dishes provided an opportunity for them to communicate orally within a specific, real context.

The fortieth birthday party theme continued as the students discovered how to apply for a liquor licence, one student actually going to the police station and others phoning the authority concerned with giving licences. They reported to the rest of the class who had to interpret and understand the information.

The smoking debate

The students had to deal with the problem of whether or not the party guests should be allowed to smoke. 'World Times' activities on tobacco were used here, and much discussion took place. The mass of articles on smoking were coped with by using a 'jigsaw' reading activity. Each group read one article and made notes. The information and ideas were then presented to the other groups and questions answered. In this way, the reading was shared. Discussions on attitudes to smoking led to working out strategies for asking people not to smoke.

Directions and reflections

Another activity was giving directions over the phone on how to get to Footscray from various named points dotted over the city. These directions were given to Debbie, the teacher, who asked for certain directions to be confirmed or repeated. Finally, students recalled different parties they had been to: the food, the company, the setting and how they had felt about them.

Assessment

Students worked both individually and in small groups who divided up certain tasks between them, depending on the nature of the task. In the case of group work, one student would be assessed on completion of a particular task. The others in the group were given other similar tasks on which to be assessed, so that all students could be given the opportunity of achieving competence in, for example, Oracy for Knowledge. General Curriculum Option competence was assessed at the end of the project. Debbie and Cher worked together to decide on student's levels, because although curriculum tended to be planned at around Level 2, there was a range of abilities with students at each level.

Epilogue

Students really enjoyed learning in the context of this party planning theme, which took place over a period of three weeks (6 hours numeracy, 10 hours of language per week). A simple request for cooperation from one teacher to another led to a full-scale collaboration which will certainly become a model for future collaboration on joint projects.

BUSH TELEGRAPH: ORACY THROUGH AUDIOCONFERENCE AND FAX

Jo Russell's class, Charlton Adult Literacy Group

Distance learning

Jo Russell runs a class whose 8 participants live in Murrayville, Bendigo, and Wedderburn. She and her support tutor are based in the rural town of Charlton. This geographic spread is made possible through audio-conferencing, using hands-free telephones and facsimile machines. Although this class is, in name, a Reading and Writing class, she has realised the potential of telematics for the development of oracy skills, and has subsequently acquired funding to run a course which formally addresses the Oracy Stream of the *CGE for Adults*.

Why oracy?

Jo believes that the development and attainment of oral competence is critical in achieving learning potential, improving confidence and self-esteem and participating actively in the community. Despite society's increasing dependence on technology, the need for strong oral skills does not diminish. Adult literacy students are often intimidated by the people they perceive as 'better educated'. They frequently find their own vocabularies both limited and limiting in their efforts to participate in discussion or argument. She thinks that a course in Oracy increases students' confidence and competence in these areas. Learning must be student-centred, drawing from and extending their 'life schema'. She expects students to gain an awareness of their unique individuality and learning potential, increasing their enthusiasm and enjoyment for learning.

Oracy is only one facet of language. It can't be separated from reading and writing and thinking. However, most rural students whose education has been interrupted do not have access to oral communication courses, either due to geographical isolation or because many practitioners feel they lack the experience needed to teach and assess oracy. Audioconferencing is an excellent mode for oracy teaching, focussing on the voice, developing good listening skills and enabling the students to become 'voices' that are listened to in the community.

The class of the air

Jo's classes are on air for one hour per week over fifteen weeks, although an hour and a half might be better. (Since this was written, Jo has started her Oracy class, which consists of one and a half hours over fifteen weeks. This is working well and allows more material to be introduced and more time for each activity.) Currently all her students are English-speaking women, most of whom wish to progress to further study or training. They meet in groups of two or three, or alone, in venues such as neighbourhood houses where they have access to hands-free phones and fax machines through which they can send their homework to Charlton. Jo posts or faxes out texts and activity sheets to the students before the class.

The course begins, and ends (after the fifteen weeks on air) with a face-to-face meeting. This meeting is essential in the bonding process so that an atmosphere of trust and acceptance is established then given a photo sheet of all members of the class so that they can attach a face to the voice when on-line, thus providing a visual link. Rules are also agreed on from the outset to emphasise the importance of active listening, turn-taking and not 'hogging the line'. Establishing a routine that is consistent yet flexible is also an essential ingredient of audioconferencing.

A typical on-air hour

The first five minutes of a class are taken up with a 'round up' of everyone so that they can relax into the class. Following this students can report on what they've written in their journals: reports on their own progress as well as stream of consciousness writings. This is followed by a 5 - 10 minute starter activity, going through completed homework, a main activity then evaluation. Jo's support tutor has a circle drawn out with all participant's names on which she records who takes part in each activity, ensuring everyone has a say.

The main activity

Typically this will involve reading, writing and oracy. For example, an informal debate around the topic 'Life was easier for the cave dweller'. This topic was chosen a week before the event by students voting on a number of listed topics. The students were expected to research the topic through tapping their own knowledge and experience as well as using references, e.g. encyclopedia in their local library.

Prior to the actual on-line debate the students had discussed what is involved in debate and a list of notes on debate preparation and practice was circulated. They practised preparation of 'for' and 'against' arguments on a range of topical issues, expressing opinions concisely in response to questions of the 'Vox Pop' variety. They also practised short impromptu debates.

A planned activity through which students were assessed was a group discussion/debate and short individual oral presentations. This began with the Chair (Jo) announcing the activity and reminding people of the guidelines and opening the discussion. Anyone could speak 'for' or 'against'. They were expected to speak from notes, but not to read them The Chair could decide how long to allow each speaker. Students then identified themselves, stated their stance, presented their case, took notes for rebuttal of the opposing view or asked for clarification. All class members had to be equally involved.

Students were assessed on their planning, preparation and research; on their intelligibility and clarity: showing engagement with their audience and having well-developed explanations.

Through this activity students addressed the Oral Communication Stream competencies:

Oracy for Knowledge *3.3 Participates in longer presentation episodes* and

Oracy for Public Debate *3.4 Participates in longer exploratory episodes.*

Other activities

Some of the other activities include a shared reading review where each student is given a particular paragraph to concentrate on as well as reading the whole text, interpreting and explaining their paragraph to the rest of the class. Poetry and play readings are also used for enjoyment as well as to encourage good listening, speaking and expression skills. Newspaper articles provide a frequent source of topics for this class.

Assessment and Evaluation

Students are initially interviewed by phone after marketing of the course through regional adult literacy coordinators. During the course they are encouraged to carry out written self-evaluation in their journals and to evaluate the course as it progresses as well as a verbal evaluation at the end of each session. A tutor/observer assists in evaluation of class progress and participation where possible. Jo herself completes on-going descriptive evaluations of individual student's participation in class and in tasks. She also takes part in internal and external moderation, as well as completing reports for funding accountability.

Epilogue

Jo feels this is a great way to teach. Although everyone was initially nervous about audioconferencing, they all have grown used to the medium which enables people to engage in learning even though they live in remote country areas or small rural towns where face-to-face classes are not feasible. As well as development of oral communication skills being an end in itself, it is an essential prerequisite to other forms of learning when using the audioconferencing medium.

WOMEN'S GROUP PERFORMANCE POETRY READING

Lyn Boughton's group at Yarraville Community Centre

Although Lyn's students were not actually doing this course to obtain a credential, this case study provides an excellent example of how the *CGE for Adults* can be retrospectively overlaid onto good teaching practice in a very wide range of adult learning contexts.

The idea that grew

Yarraville Community Centre is designated as an 'education and arts' building. Lyn was very much using 'arts' as the focus of her project with a group of women aged 16 upwards. This type of project could be carried out at any level, however this particular group covered all four levels of competence. As a writer and teacher of creative writing, Lyn was approached to carry out an activity in connection with a celebration of Women's Day which was to take place in the City of Footscray.

From initial writing workshops, the project developed into a public group performance of poetry reading as well as the production and publication of a book of poetry. A simple idea grew into an all-encompassing project that gave the participants confidence in public speaking as well as new skills in writing, editing, publishing and using audio and video equipment.

Crossing streams

The *CGE for Adults* was not the starting point for the project, but as things developed, Lyn could see more and more competencies were being achieved by the students, not only in the Oracy for Self Expression domain, but across other areas too, thus providing great potential for similar projects. Reading and Writing skills were essential to the process of taking a piece of work from original draft to finished product stage. Producing a publication was another whole learning event as writings were selected, the cover designed, and so on. Organising the performance poetry reading incorporated negotiation, planning and publicity: design of posters, researching possible venues and observing models of performance of various kinds and selection of program content. Finally, the actual performance event involved use of microphones, video and audio taping and use of participant feedback to evaluate performance as well as the challenging experience of speaking in front of an unknown audience.

The learning process

Through drafting, redrafting and workshopping their prose and poetry writings, the women in the group produced material to be performed on Women's Day and to be presented in their own publication. Guest writers were invited to show the group how to get started, how to publish and perform and how to 'write more'. Students began work on the group performance by discussing what constituted a 'good performance', and from this formulated guidelines. They attended live poetry readings at venues listed in The Age Entertainment Guide and Beat Magazine, as well as watching video recorded readings to examine the format and individual delivery of work and performance.

They then workshopped and rehearsed their material, working as a team to negotiate each individual performance. People read each others work as well as their own in order to increase confidence levels. Constructive criticism and suggestions were offered during this phase. Later, as people gradually became more accustomed to microphones and cameras, performances were videotaped and performances were self-evaluated. Voice production techniques and exercises were also incorporated .

Assessment

The process of organising a poetry reading for an unknown audience, from workshop to end performance, was the learning activity as well as what was being assessed. Evidence of progress and planning through rehearsals and workshops, engagement with audience, intelligibility and clarity were some of the aspects of language which were assessed. As listeners, the students also had to show a well-developed ability to support other participants by providing constructive criticism and feedback .

Epilogue

This rich learning event shows the potential for poetry to extend beyond the individual into the realm of public performance. Whilst the performance and publication in themselves are certainly valuable as 'end products' the whole project can be seen as a vehicle for participants to learn new things and gain self confidence in a challenging and enjoyable way at the same time as addressing all the requirements of the *CGE for Adults* if a credential is desired. As well as all the unmeasurable outcomes of the project, some students went on to produce work which was published in the magazine *Voice Works*.

MELBOURNE THROUGH ITS WATER SUPPLY AND SEWERAGE SYSTEM

Full-time ESL Literacy class at the Council of Adult Education, Melbourne. Unit taught by Margaret Griffith.

The class

There are sixteen members, all of whom attend regularly. Most are recent arrivals (within the last four or five years), although there are three who have been in Australia for more than ten years. Many nationalities are represented, with higher numbers of students of Chinese and Vietnamese origin. There are twelve women and four men. Ages range from early twenties to mid forties.

The class is located within the Return to Study Department of the CAE which conducts an extensive range of Adult Literacy and ESL classes, including *CGE for Adults* at Levels 1-4 Adult Literacy and Basic Education, and Levels 1 and 2 ESL Literacy classes. It is funded by DEET for 20 weeks, 20 hours per week.

Curriculum and the CGE for Adults

Most students have accepted the offer of being assessed for the Certificate. All are working around Level 2, although teachers are concerned about the interpretation of the performance criterion: 'Uses standard grammar spasmodically'. The students' grammar is consistently 'non-standard', and is likely to stay so for a long time. Does this mean that they cannot be awarded the Foundation Certificate, even if they have demonstrated all the other required competencies?

All streams of the Certificate are being offered: Reading and Writing, Oracy, Maths and General Curriculum Options (computer). Three teachers are involved in this program, one teaching computers, and the other two teaching everything else. In the Reading and Writing and Oracy streams, one teacher works mainly through themes and topics, and the other is more inclined towards genres and grammatical foci. The teachers feel they work together comfortably, and they have devised a curriculum based on student needs, Certificate requirements and their teaching preferences.

Oracy

This class seemed to take a long time to become cohesive. However they are now a very friendly and well-functioning group, some of which the teachers attribute to the group dynamics emerging from their Oracy curriculum. In overtly and frequently discussing the elements of successful oral interaction, and in constantly evaluating the efficacy of oral activities, the group has become a much more cooperative and active group than seemed possible at the beginning.

The work

Shown below is one unit of work which indicates the nature and level of the curriculum and which also shows how Oracy is integrated.

MELBOURNE THROUGH ITS WATER SUPPLY AND SEWERAGE SYSTEM

This unit of work took place over six weeks, approximately six hours per week. Reading, writing and oracy were all integral to the unit, but for the purposes of this paper, the oracy is highlighted.

Content/ Activities/ Procedures	**Oracy Components**	**Oral Communication: Elements and Performance criteria**	**Methods of Assessment**
1. Brief history of Melbourne in the 19th century, with particular reference to growing health problems due to lack of sanitation	Guided discussions in small groups of reading materials from library and Scienceworks (A science museum in Melbourne)	Knowledge 2.3, all performance criteria	Teacher observations of individuals' participation in groups. Record observations. Guided self-evaluations by students
2. Preparation for visit to Scienceworks	Melways: where is Scienceworks? (group discussion) The Met: how do we get there? (telephoning then sharing info.	Practical Purposes 2.2 all performance criteria	What was the outcome? Did the communication achieve its purpose?
3. Excursion to Scienceworks, primarily concentrating on historical and practical aspects of pumping station, but also allowing time to explore museum and prepare reports on science exhibits of choice	Listening to the guide Asking questions Discussing group reports Assisting each other with 'hands on' exhibits 'Reading the picture' using photos from excursion.	Knowledge 2.3 performance criterion 5 Practical Purposes 2.2 all performance criteria	Teacher observation of individuals, including receiving help from students to operate some exhibits Record observations
4 Guided reports (written and spoken) on Scienceworks	Oral reports in small groups. Jigsaw work: reporting to each other on different aspects of exhibits	Knowledge 2.3 all performance criteria	Group evaluations- assessment embedded in task-group jigsaw - reports are only successful if all participants have communicated clearly
5. Viewing, discussion and writing about video 'In Harmony with Nature' (Werribee Sewerage Farm)	Whole group and small group discussions about three methods of sewerage treatment, and raising of issues about their effects on the environment	Knowledge 2.3 Public Debate 2.4 all performance criteria	Self-evaluation: students required to reflect on the efficacy of their communication in the group - evaluative guidelines set by the teacher
6. Effects of household cleaners on the sewerage system. What are the alternatives to chemical cleaners? Why do/don't we use them?	Group discussion and debates. Demonstrations of more environmentally friendly methods of cleaning. Sharing information about how cleaning was done in our homes when we were children	Self Expression 2.1 Practical Purposes 2.2 Knowledge 2.3 Public Debate 2.4 all performance criteria	Teacher records her observations
7. Preparation for information sharing session with students (E.S.B.) from another class	Groups of three choose topic for info. sharing and make decisions about procedures for sharing of task and research, nature of presentation, preparation for hosting afternoon tea	Self Expression 2.1 Practical Purposes 2.2 Knowledge 2.3 Public Debate 2.4 all performance criteria	Written self evaluation at end of unit (guidelines provided by teacher)
8. Information sharing session. Groups of three share the information they have researched with small groups from literacy (E.S.B.) classes	Groups present their prepared information about: The history of Melbourne's sewerage system, or Werribee sewerage farm or 'green' cleaning in the home	Self Expression 2.1 Practical Purposes 2.2 Knowledge 2.3 Public Debate 2.4 all performance criteria	As above
9. N.E.S.B./E.S.B. combined groups have structured discussion about any communication difficulties they may have experienced during presentation	In groups of 6, requesting feedback about level of ease or difficulty of communication. Seeking some positive suggestions for improvement. (e.g. pronunciation of certain sounds, speed of delivery)	Self Expression 2.1 Practical Purposes 2.2 all performance criteria	As above

BEST COPY AVAILABLE

RECORDING FOR RADIO

Cathy Donovan's Media Studies elective class at Greensborough campus, Northern Metropolitan College of TAFE.

The course

Students on Cathy's course are enrolled in a core Reading and Writing class at one of the four *CGE for Adults* levels as well as in elective units of three hours per week. They can enrol in up to four electives, though most attend for a total of 6 to 9 hours. The class described here is a Media Studies elective, with levels 2, 3 and 4 ESB and NESB students covering a broad mix of social backgrounds, age (17 to 54) and competence.

The excursion that gave birth to the project

As part of a curriculum theme negotiated by the group there was a visit to a local radio station (Plenty Valley FM). From this visit arose the opportunity for the students to record four radio programs to be actually broadcast out of the station. The music department in the College agreed to record them: fortunately there was a recording studio on the campus. The group's main task was to come up with the content - which had to be of local interest - and plan, script and record the programs, each of a half-hour duration.

Research and development

Research into the possible ways of going about making a radio program started with a listening survey of commercial and community radio to look for things such as content, presentation styles, formats, timing sequences, music type and frequency. Some students had a preference for magazine style interview formats while the younger students opted for an announcement and music mix.

Next the students had to form collaborative groups and make decisions on the content of their programs. Once students had formed four working groups the real planning began. Some students were very keen to actually record and be the 'voice' broadcast, while other less confident students wanted to help with the production side only.

The four groups selected the following content for their program:

a) a magazine style interview with local politician, Peter Batchelor, discussing the impact of his career on his family

b) a magazine style interview combining historical research into the suburb of Watsonia with interviews with long-term residents

c) an interview with an ex-shire councillor to talk about why she left her position and what she did afterwards

d) a mix of music and announcements about 'what's on' in the local area for youth.

Each group had to decide who would be the likely audience for their program and what types of music would be appropriate for the particular group. Some groups had to do additional research. Those carrying out interviews had to devise and select appropriate questions so as to communicate the interview purpose and at the same time make it interesting.

Over a period of six weeks the group devoted part of each session to the radio show. Despite many false starts and production problems excitement grew, especially in the week before production, when a rehearsal took place. Unlike previous rehearsals which had been fairly informal, this time a sheet was pinned up across the room so that the 'voices' on one side could not be seen by the serious listening audience on the other.

Coping with 'disasters'

Two 'disasters' occurred: the Watsonia history group lost its interview subject so had to find and solicit a replacement at the last minute. The second disaster was that Peter Batchelor was 'sitting' in Parliament and could not attend the interview, so this group had to come up with a whole new format, interview focus and set of questions. Amazingly they did this and at the last minute decided to interview a fellow student who had progressed from being a non-reader and -writer to being able to cope with the demands of the current class, over a two year period. This person had recently appeared in The Reading and Writing Roadshow ABC TV series on adult literacy.

On the day of the recording everyone had to grapple with technical knowledge and processes which were unfamiliar. They had to communicate very clearly to each other, to the music students involved in the program and, of course, to the interview subjects. Two students lost their nerve at the last moment and Cathy had to stand in for them.

Relating it all to the CGE for Adults

As far as the *CGE for Adults* is concerned, the project was not a fully pre-planned activity, but emerged from what seemed an appropriate and stimulating learning activity for this particular group of students. It reflected Cathy's philosophy of integrating Reading and Writing, Oracy and the General Curriculum Options where possible; of practising critical literacy and of negotiating curriculum to be as relevant to students' real life experiences as possible. The Elements covered were at level 2, 3 or 4 depending on students' ability range and input into the task within the domains of:

- Reading for Knowledge
- Writing for Self Expression
- Oracy for Self Expression and
- General Curriculum Options:
  - Can work with others and in teams
  - Can use technology
  - Can collect, analyse and organise information.

Epilogue

Overall it was a truly exciting experience and everyone felt proud of their contribution. Several students said afterwards that they could do it again, and that it had boosted their confidence enormously.

RESEARCH AND PRESENT: ALTERNATIVE LIVING AND COMMUNITY SUPPORT

Isabel McGee's Group at Broadmeadows College of TAFE, Language Studies Department.

The class details

This group of students were in a Level 3 class, attending College for 16 hours per week for 36 weeks. These 16 hours comprised 8 hours of Reading and Writing and Oral communication, 4 hours of general Curriculum Options (computer studies) and 4 hours of Numerical and Mathematical Concepts. Most students were long-term residents from a non-English speaking background, 2 were native English speakers.

The project

This project, which took place in Term 2, addressed not only Oracy for Knowledge (Element 3.4) but also incorporated use of reading, writing and research skills. Students had to research various topics and present their findings to the class orally with written and visual support material in the form of a wall poster. They were given three topics by Isabel because, for the majority of the students, this was the first research project and they didn't feel confident about selecting their own topic. Initially they were asked to form groups of four or five of their own choosing. Once they had formed these groups Isabel decided which topic to give each group.

1 Alternative Communities
 -Nimbin, NSW
 -Amish, USA
 -Findhorn, Scotland

This topic needed good readers and students who were resourceful, as there would not be much information on this topic in the College's Learning Resource Centre. Consequently isabel gave this topic to a group who wouldn't be phased by the lack of readily available data.

2 Alternative Health
 -Acupuncture
 -Massage
 -Reflexology

As with the first topic, not much was easily accessible in the College. Isabel gave her students a list of about ten alternative health options, many of which they had never heard of before. They had to select three of these for their research.

3 Community Support Groups
 -Sudden Infant Death Syndrome (SIDS)
 -Alcoholics Anonymous
 -Diabetes

This topic was given to a group which included native speakers because it required a fair number of phone calls. The native speakers were young students not long out of school who were used to doing project work.

The whole project took three weeks to complete.

Getting started

One session was spent in the process of 'getting started'. Students discussed:

-how to manage a project
-what information they would need
-where they could find it
-how to put it together
-how they could present it

They went to the Learning Resource Centre at the College for a quick revision of how to use the computer index to 'subject' search, and how to use an encyclopedia. They then formed groups and began their research.

The students knew that Isabel would step in and help if they really couldn't find material but that this would not happen in the first week of the project. There was an agreement that the project should be limited to three weeks so that they didn't get bored with it.

Along the way

Some class time was spent assembling the materials into a presentable form. This was good because students could see what other groups were doing, and this gave them new ideas.

Group 1 interviewed a teacher at the College who had lived in Nimbin, Group 2 sent a student to visit an acupuncturist who provided samples of acupuncture needles which were passed around as part of the presentation. Group 3 visited the local community health centre to obtain information on community health support groups. They also visited Alcoholics Anonymous.

The presentations

Alternative Communities

Students took turns to present different aspects of the alternative life styles of the Amish community in the USA, and of the Nimbin residents of Northern NSW. The Amish presentation included a map showing location, pictures of the Amish people, showing their dress, their lifestyle, plus a section from the film Witness which is about an Amish group in Pennsylvania. The Nimbin presentation included a map, cartoons, photographs of low energy houses, and some evidence of research into the culture and beliefs of 'hippies'.

Alternative Health

The students took turns in a presentation on why people use alternative health care, its place in history and its cost. They also included a twenty minute relaxation exercise from a tape which was a talk-through relaxation/meditation. This was very successful!

Community Support Groups

Research into Alcoholics Anonymous was presented including the topic of alcoholism versus social drinking, the AA creed and confidentiality issues.

The group presenting information on SIDS showed a poster and defined SIDS. This group had the least cohesion of the three. It consisted of the three youngest students (native English speakers) and two of the oldest members of the class. the age difference may have contributed to this . The two older students worked well together, but the two younger people insisted on working alone. The lack of team work was evident in the limited ideas in the posters and presentations.

Evaluation

During the evaluation process at the end of the project, the students said they felt a tremendous sense of achievement. The process of researching, putting together and then presenting to an audience (however friendly and supportive) was a nerve-racking but nevertheless satisfying experience.

The students in the SIDS group who wad worked in isolation said they could see the value of working as a team after watching the presentations of other groups.

Follow ups

These students will do two more projects. The next one, in Term 3, will be done in pairs and the presentations will be audiotaped. There will be a self-evaluation at the end of the project. Some of the students will also be asked permission for their presentations to be videotaped. The final project will be in Term 4. Students will do individual research topic and presentation, which will be videoed if the students are willing.

FLEXIBLE WORKPLACE PROGRAM

Ballarat and District Aboriginal Co-operative

The Ballarat and District Aboriginal Co-operative is actively involved in the health and social development of the local Aboriginal community, and provides a variety of services to Aboriginal people in the greater Ballarat area, extending to other parts of Western Victoria.

The Co-operative provides assistance or referral in the following areas:

- Health
- Culture
- Legal
- Youth
- Employment
- Drug and Alcohol
- Pensions and Benefits
- Child Care
- Women's Issues
- Enterprise Development
- Housing
- Education
- Home and Community Care
- Accommodation (Hostel)

Training needs identified

The Co-operative directors identified the need to improve the report writing skills of their staff members. This was evident in the uneven quality of the reports and the lack of information directors were receiving from the reports. The Co-operative's Education Training Officer, Eric Clark, was directed to develop and implement a program based on these needs.

With the assistance of Larry Kanoa, the Koori Cross Sectoral Co-ordinator for this area, and after much discussion with Kevin Ryan, the eventual co-ordinator for the program and staff from the co-operative, a submission seeking funds was sent to the Central Highlands ACFE Regional Office. The funding was duly approved and a 25 week course for both the staff and community members started in March 1994.

Kevin introduced the program to the participants and explained the expectations. He assessed the initial education level of each participant by asking them to write something about themselves on a sheet of paper. This was met by some people with some hesitation and embarrassment, but after Kevin had talked with them individually about their writing, their willingness to participate improved greatly.

Training Program

Following identification of training needs, the tutor was employed by the Co-operative for a total of eight hours per week, working with staff for a timetabled two hours on Monday through to Thursday. This timetable was widely circulated to all staff and community members. The tutor was provided with a lecture room and personal office space where he is available to all participants when required.

The initial brief for the tutor was to enhance literacy skills and abilities, especially in the area of writing, where monthly reports to the Board of Directors are obligatory, where details of submissions to various funding bodies are part of job descriptions, and where oral reports and talks to staff and outside organisations are made regularly.

Because of work commitments of staff, it is possible to have the whole group together on only one two-hour session per week. During this session, which could include writing, reading and oral expression, a specific topic is discussed and staff participants then work on set tasks individually or in groups, depending on the task. Much 'homework' is expected of the participants.

It was planned that, because of the wide variance in levels of formal schooling, individual learning programs be structured to cater for these 'academic' differences. Hence, the three two-hourly 'free' sessions are important as they are utilised in giving assistance on a one-to-one or small group situation where participants are grouped loosely in interest-based or achievement-based groups. Throughout the program, group sizes vary from a total group of 12 to pairs of participants, especially in cases where two are combining in a work-related area in the Co-operative. Each participant is seen at least three times per week and the tutor constantly reviews individual progress.

Through contact with ACFE in the Central Highlands Wimmera Region, the tutor began attending various workshops on the *CGE for Adults*, as well as workshops in the Vocational Literacy for Koories Project. As the program with staff at the Ballarat Aboriginal Co-operative related very closely with *CGE for Adults* programs, it was decided that participants' work should be directed towards this certificate.

In general this has been the focus. However, time constraints have made the goal of all participants completing the formal Foundation Certificate a difficult one to achieve. With one formal two-hour session per week, a total of eight hours weekly altogether, and considering that all participants are full-time working employees of the Co-operative, the completion of the four streams of the *CGE for Adults* is probably beyond the limitations of these students whose immediate concerns are literacy issues. Mathematics is covered in a general form based on interest issues - income and inflation, budgeting, saving and borrowing etc., but this must come within the weekly eight-hour time frame. The General Curriculum Options are, at this stage, only lightly touched upon. It is realistically anticipated that only Certificates of Attainment in Reading, Writing and Oracy may be granted because of time constraints.

Oracy

These three areas are correlated as closely as possible and are made relevant by the time given over to oral discussion, 'debate', retelling of stories, explanation of procedures etc. Local issues - and there are plenty of them - are used to encourage participants to voice opinions. Since all participants are fellow workers and members of a close-knit community, there is little hesitancy in 'speaking up' and discussions can become quite lively. The program establishes a forum for staff to speak regularly to a group, something which almost certainly would not occur otherwise. With the growth in self confidence, female members who have small children may eventually elect to join school Parents' Clubs. The benefits of this action are obvious, particularly where Koori issues are concerned.

'Follow up' written work entails such activities as writing 'Letters to the Editor', or articles to 'Thumbs up, Thumbs Down', a weekly feature in a local newspaper.

Examples of Level 2 Oracy tasks used with the group:

Self Expression:	tell someone about the weekend, celebration, event
Practical Purposes:	Give instructions on how to use the photocopier or how to get to your home
Knowledge:	explain to the group the layout of your garden house talk about hobby or rules of a game explain a work timetable or rules set for children at home
Public Debate:	participate in a group discussing both sides of a topic e.g. co-education; recycling; flexitime

JOB-SEEKING SKILLS IN A 'STAND-ALONE' ORACY CLASS

Andrea Bateman & Angela Williams (team teaching) at Ballarat School of Mines, General Studies Department.

The students

Twenty-two ESB males, aged 17 - 45, at level 1 - 2 oracy and level 1 - 2 or below in reading and writing. Three men could write their names only. They also attended a separate reading and writing class in another department of the college. The course had a 2hrs x 20 weeks time-frame. The students were long-term unemployed and needed skills for gaining employment.

The problem

This was to know how to teach these men the skills they required to gain work despite their low level of reading and writing skills. They had been sent by the Commonwealth Employment Services (CES) to this DEET-funded course because their minimal literacy and work skills put them at risk of not finding work in a town with very high unemployment.

The 'stand-alone' factor

Although philosophically against oracy being 'stand-alone', separated from written areas of language, the teachers came to realise that there were advantages in the class not focusing on reading and writing, as the students' skills in this area were very low. The fact that they were able to operate in the class on a spoken basis helped them become confident by the end of the class because they were not threatened by having to read and write. Although the teachers at first had to convince the students that the course was going to be worthwhile, by the end, they didn't need any persuasion, in fact, some are coming back for more at their particular levels.

A success story

Three of the students have picked up part time work since completing the course. One story is particularly convincing that the course was worthwhile. One of the men went for a job interview at a factory. He was feeling very nervous, was stuttering and unable to answer questions. So, thanks to what he had learned on the course, he turned the situation around. He told the interviewer that he would like a tour of the factory and suggested that he ask the interviewer questions as they were walking around. He got the job! The employer said that he had been the only applicant to take an interest in the actual work. Instead of being a nerve-racking situation, answering the interview questions became more like part of an informal chat.

Activities in the class

Activities which worked particularly well were those concerning values clarification to develop an understanding of what people wanted from work, and other clarification exercises to recognise what skills people already had.

Because of the students low literacy skills, much of the input was through videos or oral discussion. Some written work was introduced as students completed resumes, however, oracy was definitely the main focus. Telephone techniques were especially significant as many students felt they had been 'given the run-around' on official calls in connection with work or job search allowances. They were taught how to take control of the call and suggest coming in to talk to a prospective employer rather than being `put on the spot' with a semi-interview by phone which they were unprepared for.

Here are some examples of activities:

Self Expression

Students talked about their stories of bad experiences on the phone, about how they felt as a result.

Practical Purposes

Students had to show others how to do something of their own choice. This activity was 'curriculum driven' rather than being crucial to the 'job-seeking' focus of the course. However, it brought evidence of unknown talents and superb organisation, especially in the student who taught the whole class to make a sophisticated paper aeroplane, giving them a demonstration, having partly finished models at all stages of development, getting the class members to actually make a plane...

Public Debate

Discussion ranged from whether coloured paper is suitable for presenting resumes on to whether job subsidies should be replaced by community work, whether they should dress smart for a labouring job or not. A mock job interview was the final class activity, after preparing activities.

Evidence for assessment

The teachers often wrote down notes of what students had said in their tasks. They also kept records of unprepared or unsolicited non-task evidence for assessment, pointing out that competency-based assessment allows for evidence to be gathered in many ways, a task not always being appropriate.

The outcomes

Many students will continue on the *CGE for Adults* course at suitable levels. A 45 year old man who wouldn't give an opinion on anything at the start of the course, for fear of being 'wrong', ended up being really interested and motivated. All acquired job-seeking skills despite having minimal literacy skills. They became confident and recognised unknown abilities through the 'clarification' exercises. They were able to use the telephone in an active rather than a passive way and 'take control' in potentially threatening interview situations. The fact that several people obtained work despite the exceptionally high unemployment rate in Ballarat is also significant.

ORACY ASSESSMENT IN A HOME CARE COURSE

OLMA Home Care course at Moonee Ponds Community Centre Language and Literacy component taught by Jill Sanguinetti.

The course and the students

This course was funded by the Office of Labour Market Adjustment (OLMA) for women retrenched from the clothing industry. It was provided as a *CGE for Adults* level 2 course, integrating the four streams with the skills and knowledge content of Home Care training to enable them to work in the field of domiciliary care-giving. Most of the students were long-term citizens who had been in Australia for 10 to 31 years. Their oracy was not really a problem (apart from two Hmong women who were really ESL rather than literacy students, although, of course, they also needed to develop literacy skills) and they had made it clear that they were very interested in Reading and Writing rather than Oracy and Numeracy.

The 'not enough time' problem

Jill taught Reading, Writing and Oracy in six hours per week, on one day. Her first problem in implementing the *CGE for Adults* was time. She had only 168 hours in which to 'do' all the assessment tasks across Reading, Writing and Oracy. This placed great pressure on both teacher and students and tended to fragment the teaching because the assessable skills, plus the thematic content, plus the much needed and wanted 'basic' literacy work all had to be incorporated into a tight timetable. This problem was resolved to some extent as the Home Care subject teacher took over all the Practical Purposes domain in her delivery of the vocational content of the course. However, her experience was that the attempt to progress the class through all the elements in a single semester course did change the way she would normally teach - and not necessarily for the best.

The assessment tasks

Here follows a description of the tasks which were used in the course for assessing Oracy.

1 Oracy for Self Expression

Following a theme on 'Ageing' Jill talked about two older people in her family, then asked them to get into groups of three and tell each other about at least one older person in their family. As a lead-up, Jill talked about group communication skills, listening, turn-taking and strategies for prompting and encouraging quieter group members to speak. They had a 'fun' half hour swapping stories, whilst Jill observed the groups to see of performance criteria were being fulfilled. She later interviewed each group to further ascertain that they had been supporting one another and to provide feedback. The performance criterion 'include a broader view than the personally immediate' was ignored as it was impossible to assess, and actually irrelevant to the task given. Not all students provided feedback as specified in the criteria, but they were not penalised for this as it was not necessitated by the communicative situation. Should the teacher artificially demand performance exactly according to the criteria in situations where it is not appropriate, or design convoluted and unnatural tasks solely to satisfy the performance criteria? This is a common problem!

2 Oracy for Practical Purposes

Carmel, the Home Care teacher had the students instructing each other on how they would like their bathroom, kitchen etc. cleaned. Instructions had to be given as if the listeners were actually going to be doing the work.

3 Oracy for Knowledge

This was done in conjunction with Writing for Knowledge. All students did a project, centring around a hobby or particular interest, based on library or other research work. Each student made about a five minute presentation on their projects to the class, making sure that they did not read, but explained what they had learned, using aids such as pictures where possible. All presented confidently and enjoyed this activity.

4 Oracy for Public Debate

Following a reading of a modified 'Age' article, 'The Tattered Rag Trade Hits Back' (12/5/94), about clothing workers fighting for their rights, there was a lively classroom discussion, for about an hour, in which all students participated in a very lively debate about the issues of retrenchment, and the current economic situation which had affected them so directly. Jill ticked off the students as they 'offered evidence for a point of view on a familiar issue on the basis of personal and popular knowledge. However this form of assessment raises the ethical issue of whether or not students should be informed in advance of the assessment taking place.

Comment

Oracy turned out to be easier to assess than Reading and Writing, at least after Jill had decided to interpret the performance criteria in light of the tasks being carried out by the students. The tasks were ones which related to activities which normally would have been set even if the *CGE for Adults* had not been in place, however she would probably have been less stressed and more able to pay attention to exploiting the educational opportunities that arose in relation to the activities had she not been required to assess formally for accreditation!

Levels

As the group was a high oracy/ low literacy group, she expected most of them all to pass at level 2, and they did. She did wonder if perhaps some of them could have been assessed at level 3. But to do this would have added yet another layer of complication to the situation which was already somewhat complex, as well as necessitating more teaching input which would not have been relevant to the majority of students.

Assessment vs. Learning

Did the students actually develop new oracy skills? Jill felt that the opportunity for making a formal presentation was very useful for them. She also felt strongly that the input on group communication skills was important, although she would have liked more time to develop this area. Like many teachers embarking into the Oracy Stream, Jill feels positive about oral communication being named as an area of learning, but is not quite so enthusiastic about the 'obsession with assessment' required to deliver the *CGE for Adults*. An ideal, alternative approach might be to assess according to the Elements, scrap the specificity of the performance criteria, then moderate how student performances of tasks or activities meet the competencies outlined in the elements. (This proposal has been mentioned by several practitioners spoken to in the course of research for this publication).

MASTERING TOASTMASTERING IN BALLARAT

Richard Fraser's class at the Ballarat School of Mines.

This class was set up in order to address the fact that students need only achieve competency in one stream at level 3 and 4 of the *CGE for Adults* in order to gain the Certificate. Richard was invited to teach on part of the course because of his expertise in the area of public speaking and communication skills, especially his Toastmaster experience. The students were aged 15 to 17 with English-speaking backgrounds. He was responsible for teaching Practical Purposes and Knowledge.

The 'Ballarat Debater's Society'

Richard set up a debating society in the class as a medium through which to teach Oracy. Students were taught general meeting protocol, such as how to follow an agenda, as well as taking on roles such as Treasurer and Chairperson of the society. Every second class was set up as a meeting of the society, which proved to be an extremely popular activity. Richard also began scripting some of the roles in order to challenge the students. In one case he made a deliberate error in the Treasurer's report to provoke the participants into reacting. A sub-committee was set up to organise a debating workshop, which encompassed considering a likely venue and other related practical tasks. Roles were rotated so that everyone had a chance to participate.

Toastmaster-style evaluations

The Toastmaster approach was used in peer assessment and evaluation. This approach is seen as a learning process: participants must listen carefully and commend positively; negative comments are totally out of place! Mutual evaluation of performance involved giving practical advice on how to improve. The role of evaluator was always rotated. Richard also used departmental proforma checklists designed specifically for *CGE for Adults* assessment.

Practical Purposes

Students were assessed on their ability to give instructions on how to operate a new car, presuming they were car salespersons, or on giving instructions on how to operate a VCR, assuming the role of a VCR salesperson.

Knowledge

Firstly students elected to be videoed as they gave talks about themselves. Then they were shown a short extract of the video to critique, being asked the question: How would you do it differently if you gave the talk again? Following this individual debriefing, the whole class became involved in discussion. Richard believes that this type of videoing is useful as a teaching tool, but should not be used as the sole assessment tool.

For assessment in this area, students chose their own topic on which to do research and make a presentation. One talk in particular, on Maori funerals, proved to be of great interest to the rest of the class.

Epilogue

Despite only having taken up teaching this group when there were only seven weeks left on the course, the oracy curriculum outlined here engaged the students immediately in the process of developing their oracy skills, especially through the meeting simulation activities. Although the curriculum is an example of 'stand alone' Oracy, it presumes the students already have a certain level of literacy skills in order to participate.

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Roberts, C., Davies, E., Jupp, T. *Language and Discrimination: A Study of Communication in Multi-Ethnic Workplaces.* Longman, London, 1992.

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Squire, J.R. 'Experience versus instruction: the continuing dilemma'. in Hayhoe, M., and Parker, S.I. *Reassessing Language & Literacy* Open University Press, 1992.

Tait, D. and Gibson, K. 'Economic and Ethnic Restructuring: An Analysis of Migrant Labour in Sydney'. *Journal of Intercultural Studies* Vol 8 No. 1, 1987, pp. 1-26.

Tollefson, J.W. *Planning language, planning inequality - Language policy in the community.* Longman, UK, 1991.

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Wilkinson, A. *Spoken English, Educational Review.* Occasional Publication No. 2, University of Birmingham, School of Education, 1965.

Wilkinson, A., Davies, A. and Berrill, D. *Spoken English Illuminated.* Open University Press, Milton Keynes, UK, 1990.

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Worthen, B.R. and Sanders, J.R. *Educational Evaluation: Theory and Practice.* Columbus, Ohio, Jones Publishing Co, 1973.

Zawadzki, H. *In Tempo: An English Pronunciation Course.* NCELTR, Macquarie University, Sydney, 1994.

APPENDIX 1

ORAL COMMUNICATION IN THE CGE FOR ADULTS

ANNOTATED BIBLIOGRAPHY

This annotated bibliography contains some of the resources that we found useful and informative in our work on this publication. It is not intended as a definitive statement of the field, but as a starting point for practitioners to read more widely. It was beyond our resources to produce a comprehensive list of the wide range of materials which could be used in teaching oracy in English as a native or second language. Across the ALBE field, learners and contexts vary widely and teaching materials need to be designed and selected accordingly. (See also Chapter 3, 3.6 Resources)

AVAILABILITY:

These books may be found or ordered at bookshops specialising in Literacy or ESL. They are mostly in the collections of university or college libraries.

ARIS, the Adult Basic Education Resource and Information Service, funded by the Adult Community and Further Education Board, Victoria, has some of the listed publications. Telephone: (03) 9614 0255

ALBSU

The Adult Literacy and Basic Skills Unit (ALBSU), London, has produced a range of teaching resources which focus on, or include, oral communication skills. Recent publications have been produced to help people work towards the Wordpower Certificate.

The Starter pack. ALBSU, London, 1991

Four page section on 'Talking and Listening' gives a brief introduction with a few good practical activities to help students develop the oracy skills which are an essential part of effective communication.

Wordpower: A starter pack for the Certificate in Communication Skills ALBSU, London, 1989

Carolyn Kewley and Angela Lee have written this material to accompany the BBC TV series Stepping Up and Step Up to Wordpower. It includes useful sections on speaking and listening skills.

Inside English. ALBSU, London, 1992

Produced in conjunction with the BBC education Television series of the same name, but can be used independently. The aim is to help people organise what they want to say and take control in difficult situations.

Crediting Communication Skills. ALBSU, London, 1991

There are two packs: Foundation Level and Stage 1; Stage 2 and Stage 3. These packs have been designed to complement communication skills units developed for the Basic Skills Accreditation Initiative in Britain. They contain: notes for tutors and trainers; checklists; worksheets.

Anderson, A. and Lynch, T. ***Listening*** Oxford University Press, Oxford, 1988

Listening has three sections: Research into listening; Listening materials; Investigating listening in your classroom. Aimed at L2 teachers, but draws on research in L1 listening and discusses the differences. Combines explanatory text and a sequence of tasks designed to help apply the information. Part of the OUP series Language Teaching: A Scheme for Teacher Education.

Booth, D. and Thornley-Hall, C. ***The Talk Curriculum*** Australian Reading Association, Victoria, 1991

Focus on talk as a medium of learning. Teachers examine ways in which speaking and listening can maximise learning for every student. The nature of children's classroom talk is explored and practical suggestions made on observing talk, story talk and drama talk. Child oriented, but could stimulate thought about adult classrooms.

Brown, G., Anderson, A., Shillcock, R., and Yule, G. ***Teaching Talk*** - Strategies for Production and Assessment CUP, Cambridge, 1984

Draws on research work on the production and assessment of spoken language, of native speakers of English, particularly by adolescent 'low achievers'. Explains the findings in non-technical language and uses many examples of transcribed speech to demonstrate how communication may break down. Describes some ways in which students' performance may be improved. Data comes from the description of language produced in controlled experimental settings, with the focus on the ability to transfer information clearly. The authors argue that this is a skill which may need to be explicitly taught. They do not claim that it is the only or even the most important function of language, but that it needs to be taught and is important for success at school and in many jobs.

Brown, G. and Yule, G. ***Teaching the Spoken Language*** - An approach based on the analysis of conversational English CUP, Cambridge, 1983

Examines the nature of spoken and written language and presents results from research on teaching and assessing effective spoken communication. Brown and Yule coin the terms 'interactional talk' and 'transactional talk' and describe principles and techniques for teaching and assessing spoken production and listening comprehension. Helps understand the language and concepts of the Background Work - Oral Communication. Mainly aimed at teaching English as a second language, but also relevant to teaching the mother tongue. Part of the CUP series: Cambridge Language Teaching Library.

Burns, A. 'Spoken Discourse and Power' ***Prospec*** Vol.8 No.1 September 1992 & No.2 January 1993: 61-76

Describes action research project into the teaching of spoken language conducted by NCELTR (National Centre for English Language Teaching and Research) and AMEP teachers in NSW and SA. Analysis based primarily on systemic functional theory. This paper describes background and purpose and theoretical principles. Part of a telephone call is analysed to show how discourse strategies enable a caller to shift power during the call. Burns argues that teachers need to draw on real samples of discourse and develop tools for their analysis so that they do not need to rely on implicit understandings or native speaker intuitions.

Bygate, M. ***Speaking*** Oxford University Press, Oxford, 1987

Speaking has three sections: Understanding speaking; The methodology of oral interaction; Exploring oral interaction in the classroom. Combines explanatory text and a sequence of tasks designed to help teachers apply the information in the text. Relevant and useful in explaining concepts and terms used in the Oral Competencies of the *CGE for Adults*, e.g. negotiation, interactional routines, topic management. Part of the OUP series *Language Teaching: A Scheme for Teacher Education*.

Carter, R. (ed) ***Knowledge about Language and the Curriculum: The LINC Reader***, Hodder and Stoughton, London, 1990

A collection of articles to supplement LINC materials for professional development (see LINC entry). Wide range of topics connecting theory with practice, not specifically concerning oracy, mostly more relevant to school environment. Of particular interest to teachers of adults - Roz Ivanic: 'Critical Language Awareness in Action'.

Carter, R. (ed) ***Linguistics and the teacher***, Routledge & Kegan Paul, London, 1982

Collection of essays by linguists on different aspects of the relationship between linguistics and education. Readable and wide-ranging.

Cook, G. ***Discourse*** Oxford University Press, Oxford, 1989

Explains relevant theory and applies it to classroom activities designed to improve students' discourse skills. It has three sections: Theories of discourse; Discourse in language learning and teaching; Developing discourse in the classroom. Explanatory text is combined with a sequence of tasks designed to help teachers apply the information. Part of the OUP series Language Teaching: A Scheme for Teacher Education

Corson, D. ***Oral Language Across the Curriculum***, Multilingual Matters, Clevedon, 1988

Makes clear the links between oral language, knowledge and learning and suggests practical ways that oral language work can be used to promote learning in all subject areas at every level of school. School-oriented, but of wider application

Crystal, D. ***The Cambridge Encyclopedia of Language*** Cambridge University Press, Cambridge, 1987

A mine of information on all aspects of language and languages, written for the general reader. It is organised in 11 parts, comprising 65 thematic sections with cross-referencing and a comprehensive glossary of specialised linguistic terms.

Doughty, P., Pearce, J. and Thornton, G. ***Language in Use*** - Schools Council Program in Linguistics and Language Teaching Edward Arnold, London, 1971

Ideas for teaching based on the practical implementation of Exploring Language, Doughty et al. 1972. Written for teachers of all types of students in secondary schools or colleges of further education in Britain. Shows what is important in the study of language (not just oracy) from the point of view of teaching and learning. The book comprises 110 individual units each built around a topic concerned with the way we use language. The units are grouped in themes in three main divisions: Language - its nature and function; Language and the individual man; Language and social man. An important text in the 1970's whole language movement in Britain and elsewhere and a seminal work in the field of oracy.

Doughty, P., Pearce, J. and Thornton, G. ***Exploring Language*** - Schools Council Program in Linguistics and Language Teaching, Schools Council Publications, London, 1972

A readable account of how human beings 'use language to live', written by teachers. Asks the reader to review own understanding of the nature and functioning of language. Aims to show that understanding language is important for anyone teaching or learning language, but that exploring language need not be either arid nor formidable. Looks at native speaker use of English.

Gubbay, D. and Cogill, S. ***Speak for Yourself: Making language work for you***. BBC, 1980

This book was produced to accompany the BBC Television series of the same name, and aims to help people cope with everyday situations that can be difficult. Each four-page chapter deals with a different situation by first of all showing someone handling, or usually, not handling a difficult situation. The second page explains the difficulties and looks at both points of view. The third page provides strategies and the fourth page 'takes it further'. The context is British and the photographs look dated, but the clear layout and analytical approach give ideas for examining and using language in any context. Unfortunately it seems to be out of print.

Halliday, M.A.K. ***Spoken and Written Language***, Deakin University, Victoria, 1985; reprinted, Oxford University Press, 1989

A comprehensive account of the development of speech and of writing systems; the functions, forms and systemic structures of written and spoken language and the differences between them.

Language in the National Curriculum - kit - Materials for Professional Development

LINC (Language in the National Curriculum) was a three year in-service project for teachers in England and Wales (1989-1992). Its primary aim was to enhance teachers' understanding and knowledge about language in relation to processes of teaching and learning. The training materials were produced to support the training process and to assist teachers directly with the implementation of the National Curriculum for English.

The package contains written materials and video and audio tapes of BBC television and radio programmes which support the written materials. The LINC approach to language is both educational and linguistic. Educationally it links back to James Britton and linguistically it is influenced by Halliday's functional theories of language. In keeping with current developments in text linguistics and discourse analysis it focuses on complete texts. As a publication, its distribution is unclear, but there is a copy in the University of Melbourne Library (Institute of Education - Media Services)

Lemke, J. 'Making Text Talk', ***Theory into Practice*** Vol XXVIII, No. 2 Spring 1989: 136-141

Analyses classroom exchanges in which teachers and students use talk to make sense of a text in a science class Shows how classroom dialogue, by promoting elaboration and comment, can help make the language of the textbook part of the language of the student.

MacLure, M., Phillips, T. and Wilkinson, A. (eds) ***Oracy Matters:*** The development of talking and listening in education Open University Press, Milton Keynes, 1988

Comprises papers from an international symposium in 1987 on the teaching of English with the theme of oracy. The papers look at historical and political perspectives, small-group talk, the dynamics of classroom communication, spoken language and the media and children's rhymes and games. Refers mainly to primary and high school classrooms, but many issues and insights have wider application. Part of the English, Language, and Education series (Open University Press).

McCarthy, M. ***Discourse Analysis for Language Teachers***, Cambridge University Press, Cambridge, 1991

Evaluates different models of discourse analysis in terms of their usefulness to language teachers. Deals with new ways of looking at grammar, vocabulary and phonology in the light of discourse analysis. Examines spoken and written language examples from native speaker and learner data and considers some teaching approaches based on discourse analysis. Reader activities, further reading suggestions and a comprehensive list of references. Part of CUP series: Cambridge Language Teaching Library

McGregor, R. and Meiers, M. ***Oral Communication Guide: Developing Oral Language in the English Classroom.*** The English Club, 1991

This publication has two main sections. Part 1 gives an overview of the role of oral language in the classroom with recommendations for further reading. Parts 2 and 3 describe a wide range of activities for oral communication and oral projects for students with lists of related resources. School oriented, but of wider application.

The English Club began in 1986 with the purpose of producing quality teaching and learning materials for the English classroom. Teachers can subscribe to the English club or purchase individual copies of publications. A catalogue can also be obtained from: Robert McGregor, Editor, The English Club, PO Box 419, Mt Eliza, VIC 3930

McIntyre, P. 'Oracy through Literacy, Literacy through Oracy.' Chapter in ***Writing our Practice***, publication of the Reading and Writing Curriculum project of the CGE for Adults, to be published by ACFED

This paper looks at the needs of non-English speaking background (NESB) adult basic education learners and finds that they generally require a greater focus on oracy than ESB learners. It describes an approach which begins with the aim of teaching reading and writing, but has a second aim of equal status - teaching oracy to NESB learners. Contains many useful and practical suggestions for teaching learners with stabilised non-standard language systems.

McRoberts, R. ***The Spoken Word***. Macmillan, Australia, 1986

The Spoken Word is an oral course book designed specifically for senior secondary students and tries to cover all major aspects of spoken language. It combines a theoretical background with over a hundred individual and group exercises. Earlier informative sections on the purpose, meaning and nature of speech are followed by practical activities to develop oral competence.

NLLIA ESL Development Project, Project Co-ordinator: Penny McKay ***ESL Development: Language and Literacy in Schools Project.*** Volume 1: Teachers' Manual. AGPS Canberra, 1993

Comprises project overview, NLLIA ESL Bandscales & Materials. The Bandscales provide descriptions of ESL learner progress and aim to assist teachers to understand the nature of ESL learner development in schools. Exemplar assessment activities and reporting formats are provided. The introduction discusses considerations in language assessment and there is an extensive bibliography.

Parrott, M. ***Tasks for Language Teachers*** A resource book for training and development, Cambridge University Press, Cambridge, 1993

Designed for use in teacher professional development in both formal and informal contexts. Presents a range of Tasks: Discussion Tasks to examine general principles and issues and Classroom-based Tasks as a framework for small-scale classroom-based research. Suggestions for use of Tasks and detailed trainer's notes are provided. Aimed at ESL/EFL teachers, but Tasks or training procedures could be adapted for use in other contexts.

Pigdon, K. and Woolley, M. (eds) ***The Big Picture: Integrating Children's Learning.*** Eleanor Curtain Publishing, Armadale, Victoria, Australia, 1992

This book presents a model for planning and implementing integrated curriculum units in the primary school, using examples of successful classroom practice and giving suggestions for classroom activities. Although it is primarily concerned with children's learning, the importance given in the model to the ideas driving teachers' curriculum planning gives it a broader relevance.

Richards, J. ***The Language Teaching Matrix.*** CUP, Cambridge, 1990

This book was designed for use in courses on language teaching methodology and teacher preparation. Each chapter takes a central issue in language teaching and examines both its theoretical and practical dimensions. It provides a useful overview of the various factors that interact in second language learning. Chapter 4: 'Conversationally speaking: approaches to the teaching of conversation' examines the the nature of conversation and conversational fluency and compares direct and indirect teaching approaches.

Richards, J., Platt, J. and Weber, H. ***Language Learning and Applied Linguistics***, Longman, London, 1992

The new edition of the Longman Dictionary of Applied Linguistics (1985). Includes the most important terms used in language teaching and linguistics. Does not assume previous knowledge, aims to be technically accurate, yet easy to understand.

Rost, M. ***Listening in Language Learning*** Longman, London, 1990

Provides a detailed theoretical and practical discussion of the role of listening in language use and L2 language learning. Listening is first investigated from a cognitive perspective, then from a social and educational perspective. Finally there is an analysis of how listening can be incorporated effectively into curriculum design. There are discussion questions and exercises throughout the book. Part of Longman series Applied Linguistics and Language Study.

Rumsey, D. ***Assessment Practical Guide***. DEET, AGPS, Canberra, 1994

This Guide focuses on the purposes of assessment in a range of contexts. It is a practical rather than theoretical text, providing a basic understanding of assessment processes in a competency-based system. It is illustrated throughout by several practical case studies. It is complemenaed by a companion publication Assessment - Technical Manual, which provides a more detailed and extensive treatment. These publications do not deal with language asssessment, but are useful in explaining the wider context of assessment in a competency-based system.

A third volume, Assessment - System Design, reports on a research study of system development in Australian industries and details ten case studies.

These publications are available free from DEET.

Schulz, G. (ed) ***The Languages of Australia*** Occasional Paper No.14 Australian Academy of the Humanities, Highland Press, Canberra, 1993

Papers from the Australian Academy of the Humanities Symposium 1992, examining many issues in the history, diversity and variety of language use in Australia. An accessible and stimulating collection. Topics include: 'The Role of language in Australian Society'; 'Australian English and Australian National Identity'; 'Australian Aboriginal Languages'; 'Intercultural Communication in Australia'; 'Language and the Sexes in Australia'.

Suda, L. 'A window on thought: Talking texts into meaning.' Chapter in ***Writing our Practice***, publication of the Reading and Writing Curriculum project of the CGE for Adults, to be published by ACFED

This paper examines a range of issues related to oral language competence. The first section deals with the relationship between spoken and written language, the second section illustrates the practical applications of that theory in a literacy class conducted in a neighbourhood house.

Suda, L. 'Oracy and the Pursuit of Meaning', ***Fine Print***, Spring, 1993: 18-21

Talk from 1993 VALBEC Conference - explores relationship between spoken and written language and the role of oral language in the learning process (with reference to Lemke, 1989). Stresses need to clarify relationship between explicit teaching and assessing of spoken language genres and the use of oral language in learning generally.

'Teaching and Learning Spoken English' TESOL in Context, Journal of ACTA, Australian Council of TESOL Associations, Volume 3 Number 1, 1993

Useful and relevant collection of articles on learning and teaching spoken English in the Australian and often adult context. Several articles offer useful insights into the nature of spoken discourse and implications for teaching - not just for ESL.

Thomas, J. 'Cross-Cultural Pragmatic Failure' ***Applied Linguistics***, Volume 4, No.2 1983: 91-112

'Pragmatic failure' refers to the inability to understand 'what is meant by what is said'. 'Cross-cultural' refers not only to native-non-native interactions, but also to any communication between people not sharing a common linguistic or cultural background. Thomas distinguishes between linguistic causes, and causes arising from different systems of beliefs. The paper discusses how to help students acquire pragmatic competence.

Underhill, N. ***Testing Spoken Language - a handbook of oral testing techniques.*** Cambridge University Press, Cambridge, 1987

Practical guide to the design and use of oral language tests of language ability. Presents range of text types, techniques, marking and monitoring systems.

Ur, P. ***Discussions that Work:*** Task-centred fluency practice, Cambridge University Press, Cambridge, 1981

General guidelines and practical examples for the organisation of task-centred activities. Although not recent, it is still considered by many the best and most wide-ranging book in this area.

Watson, K. ***English Teaching in Perspective***. 2nd ed. Open University Press, Milton Keynes, England, and St. Clair Press, N.S.W., 1987

Looks at English teaching in schools and the changes that have occurred in recent years, dealing with topics such as: language centred and experience-centred English, the place of literature in English, the skills model of English teaching. Has an Australian perspective, and although school oriented, deals with fundamental questions of general relevance.

Wells, G. ***The Meaning Makers: Children learning language and using language to learn***. Heinemann, London, 1986

As with several other books and articles by Gordon Wells, this book draws insights from a longitudinal Bristol University study of children's language development which was begun in 1972. In particular deals with the importance of conversational interaction as both the means and the goal for language learning.

Wilkinson, A., Davies, A. and Berrill, D. ***Spoken English Illuminated*** Open University Press, Milton Keynes, 1990

The title echoes the 1965 publication Spoken English in which Andrew Wilkinson coined the word 'oracy'. It explores oral work such as argument, story telling, exposition, and group discussion, making practical proposals and providing case studies for methods of teaching and assessment. Although the articles refer to schools in the UK, and not to adult education in Australia, the educational practice described is related to current theory and has a broader relevance. Part of the English, Language, and Education series (Open University Press).

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